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# School Activities

HARRY C. McKOWN, Editor

C. C. HARVEY, Assistant Editor

C. R. VAN NICE, Managing Editor

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## *As the Editor Sees It*

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May we emphasize again (and we shall again) the absolute necessity for providing specific training for school officers. There is nothing in the original nature of the student that makes him, once he is elected, a competent in the duties of his office. And how many are the club, home room, and council failures that can be blamed directly on incompetent officers!

One "class" for all presidents and presiding officers, one for all secretaries, and another for all treasurers or financial officers, wherein these officials are shown their responsibilities, given pertinent informations and knowledges, and some actual "laboratory" practice, should help the extracurricular program of any school. Some schools provide similar training for all committee members. Just as logical, too.

On the program of every student council conference and convention we have seen so far this year the topic "evaluation of the council" was given an important place. Nice going, councils!

After a serious study of dozens and dozens and dozens of national contests for pupils and students, the National Contest Committee of the National Association of Secondary School Principals has approved only 11 for the year 1945-46. Fine business, Committee! As you know, school people are "suckers" for about every type of commercially promoted contest that comes along. It's time to discriminate, and the National Contest Committee represents leadership that well deserves following.

One of the recommendations of the National Planning Association of Washington, D. C., as listed in a vital little booklet "Strengthening the Congress" (which you should have), is "The Senate should adopt a cloture rule rigid enough to eliminate the filibuster." A mighty sensible recommendation. (Personally, we'd like to see the salary and expense allowances of EVERY senator stop during ANY filibuster. Reading from the dictionary, encyclopedia, or song book, or talking hours on some irrelevant subject surely does not represent senatorial production worth the

enormous amount it costs the taxpayers.

We have attended hundreds of student conventions, conferences, and meetings of all types and never yet have we seen one of these affairs become stagnated by such utterly childish procedures. It might do some of our senators good to attend a student convention and note how efficiently business matters are handled.

Here's another good topic for home room discussion. Perhaps if our students learn to appreciate the nonsense of this filibuster idea, they won't have to pay its staggering cost when they take over.

Back in 1941 about 2,500,000 pupils in some 8400 American schools were saving regularly through a school or classroom savings plan. In 1945, upwards of 25,000,000 pupils in more than 200,000 schools were saving regularly. By that time these pupils had made a two billion dollar contribution to the nation's war financing needs. By all means let's keep up our savings program. It represents one of the most practical and functional of our educational procedures.

You may recall that last month we editorialized about the silly superstitions of professional and amateur athletes. Since then we have received a dozen or fifteen "chain letters" of the "luck which has been around the world umpteen times has been sent to me and I am sending it on to you so send a copy of this letter to four other persons and don't break the chain or you'll have bad luck" type. Of all the asinine things for supposedly intelligent human beings to believe in — and waste postage on. Here's another good topic for your home discussions.

During the war very few courses in extracurricular activities were being offered by teachers colleges and schools of education. Such courses came into these institutions comparatively recently and as might be expected, when the going got tough the most recent additions went out immediately. However, these courses already are beginning to come back, and with a rather loud bang. We are willing to guess that within a few semesters they will again be well established.



# Not More, but Better Activities

FOR some years Dr. McKown<sup>1</sup> has been pointing out that the development of extracurricular activities, on the basis of faculty attitude toward them, falls into three periods. At first these activities were ignored. Later there was definite faculty opposition. The third period started when faculty members began to realize the tremendous educational value of student activities. Then, these activities were encouraged by the faculty. It now seems that we are entering a fourth period which could be characterized by the expression, "Not More, but Better Activities."

In fact, already in many American communities the administrative staff, the faculty and pupils are sincerely working for a better program of student activities. Unfortunately, it is somewhat difficult to secure agreement on the specifics which will go into the development of a better student activity program. As Alexander Pope wrote:

"'Tis with our judgments as our watches, none  
Go just alike, but each believes his own."

Moreover, we find leading educators working overtime calling one another names because they cannot agree as to whose theory should dominate the development of American schools. Disregarding both the specific activities and the theories of education which cause so much disagreement, it seems obvious that four fundamental factors are essential, if we are to have better activities.

*First, the administrative staff must be interested and provide democratic leadership.* A frequent complaint heard in summer schools is the wail of the energetic and skillful teacher who says, "If my superintendent (or principal) would only let us study the problems we face in the field of student activities and then do something."

The emphasis here is always on the active verb "do". As one teacher in a course in student activities at Michigan State College said last summer, "In our school we have faculty meetings, we have discussions, we have panels, we have committee meetings, *but nothing ever happens.*" An administrative staff that is willing both to study the problems in the

FRED B. DIXON  
*Superintendent,  
East Lansing Public Schools,  
East Lansing, Michigan*

field of student activities and also to act is the first fundamental that is needed if we are to enter this fourth period—the development of better activities. The Hinsdale High School<sup>2</sup> and the Elgin High School<sup>3</sup> staffs have used the pre-school conference most effectively to move in the direction of better activities. The Lakeview High School<sup>4</sup> has for the past two years been bringing in an outside authority each month to work with staff members. It is not the specific approach however, that is important, but that there be a well organized faculty movement toward better activities.

*Second, the continuous growth and development of the faculty is essential.* In general, teachers become more effective sponsors in about the same way that they become better teachers. The master teacher does many things well. Some of the things that the master teacher does each year which we must emphasize if we are to have better activities instead of more activities are:

1. He raises this question: "Have I learned something *this year* that will help me to understand children better?"
2. Each year he does some *different* things and does some old things in a *different* way.
3. He finds some way to be more helpful to his colleagues each year. (Most of us find better ways to push our pet ideas down the collective throats of our colleagues. Me too.)
4. He improves his ability to understand parents.
5. He spends time each year to increase his knowledge and skill. (Good teaching is hard teaching.)

Two observations should be made about

<sup>1</sup>McKown, H. C., *Extracurricular Activities*, The MacMillan Co., Chapter 1.

<sup>2</sup>For a stimulating account of the great pastime of American educators, see "The Coming Show-down In the Schools" (A Report on the Battle of the Educators) by Harry D. Gideonse, in the *Saturday Review of Literature*, February 3, 1945, pp. 3-9, 20.

<sup>3</sup>Hinsdale, Illinois

<sup>4</sup>Elgin, Illinois

<sup>5</sup>Battle Creek, Michigan

these five ways by which the master teacher improves his usefulness. First, they are certainly not new, but it should be emphatically added that they are often neglected. Second, they are very general statements. Given a staff, however, with the desire for growth, they will be able to ferret out the specifics needed in a particular school to provide better activities.

*Third, better activities are dependent upon adequate and improved equipment and buildings.* This statement applies to the total school just as much as to the extracurricular activities. Let's look for just a moment at the needs in this area if we are to have better activities. It is difficult to find a school which has provided an adequate room for the student council to meet in and one which can be headquarters for the school's activity program. Yet for many years the student council has been considered the most important student organization in the secondary school. It is hoped that a special room for the student council will be one of the musts in the plans for new buildings to be constructed in the post-war era. In some schools the musical organizations have fared better, but this is a neglected field, too. School clubs, dramatic organizations and assembly committees frequently must carry on their work with inadequate equipment and meager supplies. Funds for needed supplies and equipment and also buildings which are planned to care for these activities are necessary, if we are to improve this part of the school's program.

*Fourth, better activities are dependent upon an understanding of and united support for the school's program by all the citizens of the community.* Many effective plans have been used by our schools to inform the public about the school's extracurricular activities. Many student programs are interesting to parents because their children participate. Many others are enjoyed because parents like dramatics, music, and sports programs. In addition to these usual activity programs which parents enjoy, each school should make definite plans to interpret the school's total student activity pro-

gram. In order that such a program may be of maximum value careful planning is necessary. First of all, the staff must know the status of pupil participation in activities both in and out of the school. Second, student groups, if they are to present a brief skit for parents, must clarify



the aims and objectives towards which the groups are working. This clarification and statement of aims is certainly a desirable educational experience for those students who are participating in these activities. Third, an intelligent evaluation of the activity program as it is and as it could become should be made for the parents. Last year Mr. C. E. Hinchey, principal of East Lansing High School, East Lansing, Michigan, worked out a program involving the three steps just described. This dramatization and evaluation was presented before the Mothers' and Dads' club of East Lansing High School. A few of the facts about activities in the local school were presented by Mr. Hinchey to the parents as follows:

#### REPORT ON NON-CLASSROOM ACTIVITIES SURVEY Senior High School (Grades 10-12) SCHOOL ACTIVITIES

1.0%	participate in more than 6 activities
.4%	" " 6 activities
5.4%	" " 5 activities
7.1%	" " 4 activities
17.6%	" " 3 activities
26.5%	" " 2 activities
19.3%	" " 1 activity
22.4%	" " 0 activities

(Continued on page 278)

\*For a plan that attracts many parents out to the weekly assembly write to Mrs. Helen D. Williams, assistant principal, Hickman High School, Columbia, Mo.

Information relative to a successful movie of school activities may be secured from Mr. E. C. Waggoner, Director of Visual Education, Elgin High School, Elgin, Illinois.

# A High School Summer Camp

**E**ARLY last spring, from the green hills of the State College of Washington, announcements of the thirteenth annual High School Summer Camp, were mailed to high schools in the states of Washington, Idaho, and Oregon.

Reading the literature describing the activities scheduled for the Camp with more than ordinary excitement was Beverly Jean Allen of Puyallup, Washington, a senior in high school. Beverly went to her principal soon after the notices had been received. She knew that the principal or faculty director of music, art, or speech must recommend her. Consequently, it was not surprising that on June 10, Beverly gasped with fellow campers at her first sight of the campus, and hastily gathered her luggage together for the trip up the hill.

Two dormitories were open for girls, and one for boys, as enrollment ran 157 girls and 57 boys. Of the total 224, 28 were from out-of-state. Beverly soon found that of these 28, 21 were from Nampa, Idaho, for one of the first persons she met was Dorothy Cudd, president of Duncan Dunn Hall for the second year, a third year student at the State College of Washington. It was principally she who had spread the good word around Nampa, and each year she adds more enthusiasts.

July 11, bright and early, Beverly went with the others to sign up for her camp activities. Interested primarily in the music phase of the Camp, and assisted by the faculty members in charge of the program, she was signed up for Harmony, Chorus, Band, Physical Education, and individual voice training. The only activity offered in music which she didn't select was Orchestra. Beverly also wanted to learn baton twirling, which was taught by Arline Wal-kins, a Washington State student, and three times winner of a Na-

BETTY JEAN HALL,  
JAMES K. DORAN,  
WALLACE POND,  
DOROTHY O'NEAL, and  
BETTY JANE STEWART  
*Students, State College of Washington  
Pullman, Washington*

tional Number One rating. She soon knew her instructors, most of whom were members of the regular faculty of Washington State College. In charge of the Camp was Herbert T. Norris, head of the department of music. Two other regular staff members at the Camp were Glenn Swan, director of orchestra, and Harold P. Wheeler, director of band. Harmony was taught by Edgar C. Sherwood.

Scholarships were offered to students playing unusual instruments, or playing unusually well. Six scholarships of \$25 each were awarded this year, the money coming from funds left over from last year's camp. They were: one for violin, one for base horn, one for bassoon, and three for French horns.

Beverly knew that music wasn't the only activity at the Camp. Work in speech was added last year, and a Fine Arts unit was added this year, the response among high school students had been so favorable.

Marilu Strang, of Seattle, a sophomore, in high school, was a speech enthusiast, Beverly found when comparing programs.



RADIO CAST IN THE STUDIO



Marilu took dramatics, public speaking, interpretive reading, every day speech, radio, physical education, and private speech lessons. On the faculty in speech were Maynard Lee Daggy, head of the college speech department, and Raymond R. Jones and William H. Veatch, both of the speech department.

Radio was a popular activity this year, with some 75 students signed up for it. Station KWSC, owned by the college, gave these students greater opportunities, and increased their interest in the program. The group worked through the first three weeks, with their goal the week of actual broadcasts that came at the conclusion of the course.

Students who expect to take part in interscholastic debate next year made a thorough study of the national debate topic on compulsory military training. They also collected material and information on other important questions. Practice sessions for debate enthusiasts were held two periods each day under the direction of Mr. Veatch. Other students who will participate in assembly programs and other school activities studied various speech techniques including panel and forum discussions, orations, choral reading, etc. Stagecraft was another activity which proved very popular with the campers.

Beverly met Dolores Yandle of Battleground, Washington, one of the few eighth graders at the Camp. She was taking advantage of the art unit offered this year for the first time. The Art unit consisted of work in sketching and painting, modeling, and crafts, and illustrated lectures. The faculty came from the college staff: Worth D. Griffen, head of the department of Fine Art; George A. Laisner, and William C. MacArthur. Dolores took Art I, which will give her a good start toward making the art staff of the high school paper when she enters high school in the fall. Those students who had studied art in high school took Art II, which consisted of sketching and portraiture. Sketching outdoors, under the big shade trees that cover

the campus, gave this activity an added attraction.

Most students were engaged in activities five hours each day, as Beverly was. That was the way it was planned. All students were required to take Physical Education. Everything else was left up to the individual. Students selected activities on the basis of their greatest interests. They will return to their respective high schools prepared to carry on their activities and interests next school year.

At least once each day Beverly tried to get over to the Carnegie set. This Carnegie room as it is called, has 1500 phonograph records of wellknown music by outstanding orchestras and bands. The room is also filled with reference books concerning music.

Spare time was as rare as a student not enjoying himself. Every night some sort of program was planned for the campers. About two concerts were held every week, well-known artists coming from throughout the United States. Among these were Eleanor Hall Mader, violinist; Yves Tinayre, baritone; Andor Foldes, pianist; Christine Refield, concert flutist. From the Camp staff, Glenn Swan, violinist, Ruth Swan, pianist, Stanley Taft, singer, also appeared.

Highlight of the social program was a summer formal June 30, given only for the high school students. Scavenger hunts, outdoor bonfire sessions, regular Friday-nights firesides, baseball, golf, tennis, swimming—all this left no time for dull moments. The Fourth of July was cele-



ART CLUB IN MEETING

brated with a picnic supper, followed by a jazz band concert. This jazz band was an idea thought up and carried out by the boys, and though not officially a part of the Camp, was one special feature of it as far as the thirteen fellows in it were concerned.

Climax of the whole four-weeks activities were two student concerts, presented the last two evenings of the Camp. Thursday evening, the girls' chorus and orchestra appeared in concert; and Friday evening, the boys' chorus and band.

No grades were given for activities at the Camp, but Beverly got her certificate stating she had completed her four weeks' work satisfactorily.

The Camp wasn't something beyond the hopes of an ordinary family with an ordinary-size pocketbook. The four-weeks' camp, including board, room, private lessons, and all other fees, cost only \$39.50. Beverly and her friends' only financial worry was having enough change to buy a hamburger or a soda, which she found were consumed by all campers with such speed and in such quantity as to inspire awe in the employees of campus eating places.

Saturday morning, July 7, Beverly and her friends repacked the clothes they had packed with such anticipation. Their dreams had been fulfilled. They had been to college! And whether it was too important to them at the time or not, they had learned something valuable about Music, Speech, and Art.

## Special Merit Awards

H. C. GILLESPIE

*Principal*

*Roosevelt Junior High School  
Erie, Pennsylvania*

We find Special Merit Awards helpful in stimulating voluntary service to our school. Here is our Evaluation Scale:

1. *Monitors*
  - a. cafeteria
  - b. hall
  - c. stamp store
  - d. library
  - e. door
2. *Dramatics*
  - a. plays
  - b. announcements

### 3. *Special Assignments*

- a. school
- b. historical
- c. social
- d. science

### 4. *Art*

- a. posters
- b. stage work

### 5. *Music*

- a. special service

### 6. *Stage Crew*

### 7. *Supply Distribution*

### 8. *Student Council*

- a. members
- b. officers
- c. committee work

### 9. *Homeroom*

- a. leadership
- b. special service

### 10. *Shop*

- a. special service

### 11. *Attendance*

- a. assistants

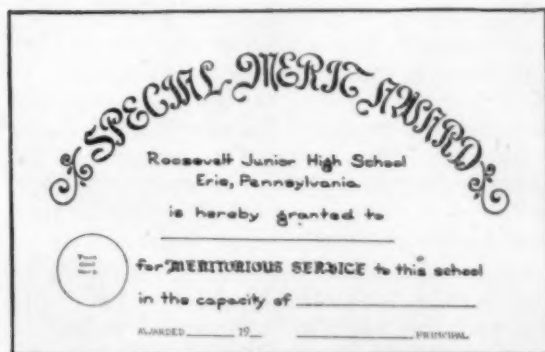
### 12. *Office*

- a. assistants
- b. monitors

### 13. *Other or Unforeseen Service*

### 14. *Newspaper Staffs*

- a. members



### GENERAL REGULATIONS:

1. Each of the above activities will receive not less than one point nor more than four points.
2. Not less than five percent nor more than ten percent of each graduating class shall be recommended for the award.
3. The responsibility of awarding points to deserving students shall rest solely with the sponsor of the activity. Students are not to solicit points at any time.

# Activities on the Home Front

**A**CTIVITIES have a place on the home report.

Activities are a part of the school life of the pupil. As such they are under the control of the school. They are, therefore, the proper subject of the report each parent has a right to expect on the progress his child is making.

The goal toward which the school is guiding the child is that of a satisfactory citizen. Toward or away from this goal the child moves daily. We learn by doing; therefore the way to learn to be a satisfactory citizen is to do as many as possible of the things a satisfactory citizen does, and to do them in a way that is acceptable.

So many writers have stressed the fact that the child is living rather than preparing for life that no great sales argument on that point is needed here. The old idea that the school existed for the training of the mind, and that the mind trained in mathematics would necessarily be a trained mind for any task it might undertake, is just not true.

The human personality is a complex phenomenon. The whole of the personality functions in modern life. It functions as an economic entity in the earning and spending of money. But the social being influences the economic being as to whether the money shall be spent for food or for new clothes, or whether the clothes shall be for the husband or for the wife.

Since the whole personality functions in life, it must be prepared for life by living and by studying the process of living as practiced by others. Down through the centuries great personalities have discovered many great fundamental truths that are closely connected with the acts of living. These truths have been recorded in the books of all peoples. From the study of these truths we may learn how to draw up the pattern for our own lives.

Thus there are two great fields for study:

1. Living, today, and
2. Living, in the past, as recorded in the books.

Home reports have traditionally contained the record of the child's success in

ALBERT L. LINDEL

*Principal, Patrick Henry School  
St. Louis, Missouri*

studying living in the books. This has been true because examinations were comparatively easy to make. The teacher could tell to a mathematical certainty how well the pupil had mastered the truths concerning living as recorded in the books. All such reports grew out of the desire to be fair and honest in giving the child a mark. These, in turn, grew out of the theory that children were NOT born equal and that only these who achieved on a certain level should be given position and honor.

But today the garbage collector is just as important as the engineer who purifies the water supply. China is a backward nation because there are no roads, telegraph lines, or other means of transport and communication.

So it is not satisfactory that we make a home report that contains only the record of the child's success with the truths of life as gleaned from the records. The report must include the success the child is having in DOING the acts of living.

It is obvious that a complete record of the activities the pupil is in is impossible. Some attempts have been made to do this. But the mere physical task is immense. In some schools there is a half holiday declared every so often and the parents are invited to come and talk to the teachers. In others there are places on a card where the many facets of the personality are checked as to quality of performance. The trained educator need not be reminded of the shortcomings of these methods of reporting to the home.

At Patrick Henry we have been using a home report for the past three years, one that we think enables us to make a most valuable record for the parent. The report is sent home four times each year. It is short and flexible. But above all, it covers, at the dictates of the teacher, all possible fields of study or activity.

Living, in all its varied phases, is reported on this form. If it seems important to the teacher to tell the parent that John is successful in making friends, then a plain statement to this effect is placed on



the report. If the teacher believes that Mary needs to improve in gleaning the facts of history or the practice of table manners, the report goes into the matter. Here is the form used at Patrick Henry:

**PATRICK HENRY SCHOOL**  
1220 N. 10 Street, St. Louis

School Year .....  
Regular Report to the parents of: .....  
Grade .....

Who is doing well in:

Nov. ....  
Jan. ....  
April ....  
June .....

But needs to improve in:

Times Absent

Nov. ....  
Jan. ....  
April ....  
June .....

Remarks:

Times Tardy

Nov. ....  
Jan. ....  
April ....  
June .....

Teacher

Teacher

This report is made four times each year as shown above. Please sign it below and return tomorrow. We are always glad to talk with parents about the children.

*Albert L. Lindel*

Albert L. Lindel, Principal

Parents' remarks and signature:

Nov. ....  
Jan. ....  
April ....  
June .....

When a teacher makes out this report, she merely asks herself "What is John doing well?" The answer goes on the first line. On the second line goes the answer to the question "In what should he improve?" It may be Algebra in a classroom or it may be in Conduct in the halls and auditorium. It may be that John is not developing satisfactorily in general sociableness.

This home report is usable from the Nursery to the graduate school of the University.

The objection may be raised to this that it is not usable at all because there is no provision for giving a grade in each of

several subjects. The answer is that such a report is not necessary. At Patrick Henry we think it is not desirable.

The school that uses this report assumes that each pupil does the work that is assigned to him. It is expected that he will accept the job of doing the work and will do his best. If he does his best, he should receive credit for it. Good guidance should be held responsible for pointing out to him that there are certain fields of work for which he has no talent. Introductory science and mathematics courses help to prevent failures along this line. Under certain circumstances, it might be advisable for the school to require a certain grade in an achievement test as a prerequisite to the advanced courses in many fields, such as mathematics and science.

At Patrick Henry the room teacher or advisor makes out the report. The Science teacher makes no comment about 90% or more of the pupils in her classes. But there is one boy who is not working up to capacity; in fact he is shirking so shamefully that it would be immoral to give him credit in the subject. It would help to fix in his personality, a pattern of bad citizenship habits that he might retain the remainder of his life.

So the Science teacher writes on a special slip of paper:

"John Smith: Far below capacity in Science."

Or the Physical Education teacher may write:

"John Smith: Outstanding sportsmanship and leadership."

These slips are handed to the home room or advisory teacher. If she gets several of these on one pupil, she decides which one is to be recorded on the report. Or, she may write on the line reserved for remarks:

"Please come to see me."

When the parent comes, and such a step would be taken only after consultation with the principal, there is a conference with everyone concerned sitting in. This is a very rare procedure. With such a report card operating from the very beginning of his school career, such a condition does not come out of a clear sky and usually the teacher and principal have taken steps to prevent its occurrence when the first warning rumblings were heard;

(Continued on page 278)

# Hammond High Gets Its Recreational Center

**T**HE idea of the recreational center originated and grew out of the eleven members of the class of 1947, while in the sophomore year in high school, under the direction of the class sponsor. Before any definite plan arose for the carrying out of the project, many lengthy discussions were held by the class—among themselves, with members of the other classes, with parents and interested civic leaders of the community, and with students in schools having recreational centers established.

These discussions seemed to indicate clearly the great need in the community for this recreational center as a meeting place, not only for the people of school, but for others of the community.

First, due to the war, there was no restaurant in the village, no place where students could gather, have the usual "hamburger and coke", to gossip, dance, or loaf. The only place open after school hours was the town tavern, where the management did not wish students to meet, and the filling stations, where one could have a coke and candy bar, both undesirable places in which to spend spare time.

There were no places for students to go after a ball game, school play, or school activity of any kind, except by loading into a car and driving to a neighboring town. In some cases, the facilities of these villages were little better than at home, and too often the boys and girls were stopping in taverns. The members of the class wished to offer something which would meet the needs of the students and aid in stopping some of the undesirable practices.

The school had been sponsoring a project, carried out by members of various classes of selling pop, popcorn, and sandwiches, and often inviting parents and friends to a party after ball games. The students were in favor of this, but felt they should have a place of their own in which to gather, rather than always having to remain in the school building. It was thought that one of the empty business buildings which had been closed during the war period might offer a location, if means were found by which to rent or lease the building. The students found

JOHN P. FLOYD,

*Principal*

*Hammond Community High School  
Hammond, Illinois*

that one building, unoccupied, and in a favorable location, large enough, in need of some repair, offered itself as a likely solution to their problem. It was owned by the Cerro Gordo Building and Loan Company, Cerro Gordo, Illinois. The president of the class instructed the secretary to write a letter to the Building and Loan Company, asking about the possibilities of renting the building for the purposes desired. Little did they realize the impact of that letter.

The Building and Loan Company did not answer by letter. In less than a week, the directors of the company came to the Hammond High School asking to see the class secretary who had sent the letter. In conference with the secretary and the high school principal, they stated their desire of making the building available to the members of the class, but, not by renting as had been asked, but by selling the building directly to the class. Since the building was to be used as a recreational center by high school students, and, since the buyers were to be these students, and because of their desire to be free from the responsibility of the building, they made a proposition of selling to the class for the exact amount they had in the building and the back taxes of two years. This sum came to \$200.00 and \$40.00 taxes; a total of \$240.00. The class secretary told them he could not give any answer, as he was only a representative of the class, but would need to hold a "parley" with the other members of the group. Since we were busy with a school program that day, he asked that he be given a few days to present the plan to the class and to call the answer to them by telephone.

The plan was presented to the class. They had no funds in their class treasury which could handle such a project. However, they were unwilling to let the subject drop. They knew the matter had been discussed, and approved by the public. Upon the suggestion of the principal, it

was decided to call the civic, and community leaders, parents, and other interested people into a council meeting and ask from them ways and means of raising the money. This meeting was called. Those present were: the cashier of the Hammond State Bank, the president of the Hammond Women's Club, the president of the High School Board of Education, a minister of the local Baptist Church, the High School principal, the class advisor, and all the members of the class.

The president of the Building and Loan Company came before the entire group and repeated his proposition. Before any further discussion, the cashier of the Hammond State Bank arose and said that he would buy the building, give it to the use of the students as long as they wished to use it, and offered the opportunity to the students of purchase, if, and when they had raised the necessary funds, provided the students accepted the responsibility of payment of taxes, repairs, and kept the building in good condition. The building was available, but the astonished members of the class called for an adjournment of the meeting, with a called meeting of this council, now called Advisory Council, one week later. In the mean time, everyone was to discuss means of raising funds to repair the building and the possibility of buying it. The cost of repairing the building was estimated at \$500.00. At the following meeting, the cashier of the bank was unable to attend, so, the president of the bank was present and presented a plan of soliciting the people of the community for the funds. He promised to make the collections, raise enough money to buy, repair, and open the center for the students, but it would be necessary for the class to organize an "Association" as the legal representative of the class in order to conduct the affairs in a satisfactory and legal manner.

The following morning, the members of the class were called together in special meeting, with the class advisor, excused from classes and put to work drawing up the constitution and by-laws of the association. Before noon the first draft was presented to the high school principal for correction and suggestions. One or two changes were made, with one addition, and the whole typed and a copy sent to the bank for similar suggestions. However, no further recommendations were made, and the final draft of the constitution and

by-laws were typed and presented to the presidents of each of the classes, each member of the advisory council, and each member of the class. A copy of this constitution is presented with this article.

The main load of the project now fell to the President of the Bank. He made the collection, supervised the purchase of material and repair of the building during the summer months. The school people and the students recognize and emphasize the indebtedness they owe to him. He, in turn, in discussing the project with people of the community, insisted that the wealth of the community is in the young people, and all that the older people can do for them is none too good.

A shortage of material during the summer and fall months resulted in the inability of opening the center last September. But, as planned now, the building will be opened within a few days, at which time the students are planning a big program for everyone in the community, to show their appreciation to all who assisted in making the idea they had come true.

The educational value of the project, not only for members of the class of 1947, but for all the students in school can not be measured. The students found the meaning of words as abstract, deed, attorney, association, constitution and by-laws, taxes, rent, labor, roofing, recorder's office, county clerk, and many others. They came face to face with these and worked with them in practice, not in theory. They learned the results of community cooperation. These lessons can be added to indefinitely.

Financially, it seems at the present time that the building is worth more than has been expended, a total of \$800.00, and if the project should lose its interest, the building can be sold at profit sufficient to repay all donations and leave a balance, so that in reality, the cost to the community will be in time spent by people making the center a success.

#### Article I Name

The name of this organization shall be The Hammond High School Recreational Association.

#### Article II Object

The object of this organization shall be to provide recreation for Hammond High School students.



### Article III Membership

The membership of this organization shall be open to every student of Hammond Community High School who holds a membership card and remains in good standing with the organization.

### Article IV Administration

Section 1. The management of the organization shall consist of a committee of representatives selected by the members of the organization.

Section 2. The officers of this organization shall be: President, Vice-president, and Secretary-treasurer. They shall be elected annually by the committee of representatives with the provision that they can succeed themselves.

Section 3. The officers shall be elected at the September meeting of the committee of representatives.

Section 4. Officers shall have power to purchase, operate, repair and maintain building and equipment.

Section 5. In case the building is no longer used or needed for the purposes, then the officers shall have power to sell the building and reimburse donors as far as possible to do so.

Section 6. The meeting of the committee of representatives shall be held on the second Monday night of each month.

Section 7. The place of meeting of the representatives shall be designated by the President of the Association.

Section 8. Any special meeting may be called at the discretion of the President, or a majority of the officers.

### Article V Dues

Each member of the organization shall pay monthly dues of fifty cents (50c), payable during the first week of each month.

### Article VI Quorum

One-half of the members of this committee will constitute a quorum to transact business.

### Article VII Amendments

The Constitution or by-laws of this organization may be amended by a majority vote of the members.

## BY-LAWS

### Article I

Section 1. The representative committee shall be elected by their respective

classes. For the first two years of its organization, it shall consist of three representatives for the class of '47 and one representative from each of the other three classes. Thereafter it shall consist of one representative from each of the four classes and one representative-at-large from the school.

Section 2. Each representative shall serve throughout the entire period that he is in high school.

Section 3. Representatives may resign if a written letter containing substantial reasons is accepted by the committee. Such a resignation shall not take effect for a period of one month.

Section 4. If a representative proves himself incapable and unworthy of the office he holds, he may be asked by the committee to resign his position.

### Article II

Section 1. The duty of the president shall be to preside at all meetings of the representative committee.

Section 2. The duty of the vice-president shall be to serve as president when the president is absent and to be responsible for all publicity.

Section 3. The duty of the secretary-treasurer shall be to collect dues, issue membership cards, and keep all records.

### Article III

Section 1. The members of this organization must conform with the rules as stated below. Upon failure to obey such rules, membership may be revoked by the committee of representatives for a period of not less than one month.

1. No person shall willfully destroy any property belonging to the organization.
2. All smoking, drinking, gambling, and swearing are prohibited.
3. Fighting and other forms of misbehavior are forbidden.
4. No excessive demonstration of affection between couples shall be permitted.
5. Each member must indicate in a book provided at the recreation hall by the committee his name and the time of his arrival and departure.
6. No member may be readmitted to the recreation hall on the same day unless he presents a satisfactory excuse to the person or persons in charge of supervision.

# Presenting Student Opinion

SCHOOL newspapers belong to the students, not to the editors. They should be a medium for the opinions of all students—not just those of staff members. That's why the inquiring reporter has plenty to do in presenting student opinion.

Perhaps the simplest way to present student opinion is to publish the question and then list six to a dozen representative answers. Pro and con articles can contrast different views on a controversial issue. Symposiums may examine diverse viewpoints. Polls, of course, sample a large number of students.

What questions should be asked? News-worthy questions, obviously. They should be timely, concern students, deserve attention. Thus, when students leave school in June, the inquiring reporter might ask them their summer plans but not what they wanted for Christmas.

It is pointless to ask questions upon which students can have no worthwhile opinion. They can't be expected to know whether atomic energy some day may be used to operate the coke machine. Nor should they be bothered with silly or ambiguous questions.

To be worthwhile, questions should be handled fairly. That is, the reporter should attempt to present representative views—not just those he approves. If he presents a one-sided view, readers will lose faith in the column and in the integrity of the editors.

Examine newspapers and you will find that there are several types of questions. First, there are the personal questions which concern student interests and relationships. Second, there are those that concern classes and activities. Third, there are those that concern non-school activities.

Space should not be wasted on silly questions or silly answers. Newsprint is too valuable and too scarce to use for fatuous or trite replies. Timely questions presented in an impartial and disinterested manner should evoke answers which should make the newspaper a stimulating and provocative publication.

How select questions? There are seasonal questions—those that concern red

LAURENCE R. CAMPBELL

*Acting Dean, School of Journalism  
Syracuse University, Syracuse N. Y.*

letter days, holidays, vacations. Others may be related to news outside of school—state, national, or global events. Still others may take up personal interests or immediate school issues.

Consider, for example, questions actually asked by newspapers participating in the Quill and Scroll Critical Service last year. First of all, note these of a more or less personal nature:

1. Do you think a woman should stay at home, slave for a cruel husband, or should she venture out into the world of business and make a few changes in the old, old regime? (This is a good example of a poorly stated and unfair question.)
2. When you grow up, what do you want to be?
3. What are you going to do after the Turkey Game?
4. Who will win the Thanksgiving Game?
5. What is a philogynist?
6. What was your most embarrassing moment?
7. What is your favorite saying?
8. What is your good luck charm?
9. What was the biggest white lie you ever told?
10. What characteristics do you want in a husband? (Question for girls.) ?
11. What sort of a boy do girls dream about?
12. What activity did you enjoy most in four years of high school?
13. What is your present ambition?
14. What do senior high school boys think of bleached hair?
15. What is your opinion of English Eaton hats?
16. What do you think of the penny arcade on Main Street?
17. In what way is Ann Edge like Gravel Gertie?
18. What is your frank opinion of the seniors?

Questions also frequently concern student activities. Sometimes editors ask

what students think about various features or policies. Usually a poll is better way of testing the popularity of a feature, for sometimes a few noisy students may convince editors that a gossip column is needed when actually it is out of date. Here are questions on school life:

1. What do you think of the Roto section?
2. What do you think of the Youth Center?
3. Do you like the exemption system?
4. What are you especially interested in for post-war schools?
5. What do the Sisters do in their spare time?
6. What does a good book mean to you?
7. What is the ideal Christmas vacation?
8. What good will high school journalism do you?
9. Which feature or column do you like best in the newspaper?
10. What course has been most profitable to you?

Questions on non-school affairs appear less frequently. When they do, often the opinions are significant. Probably too few students are urged to think about responsibilities of citizenship. Here are a few of this type:

1. Should America vote at 18?
2. Who will win the presidential election?

3. What are you doing to earn money for defense stamps?

4. Besides buying stamps, what are you doing to aid our national effort?

5. What are you saving your money for when you buy war stamps and bonds?

Answers to such questions often are very revealing. Sometimes they show that students have acquired many of the prejudices to which adults cling. Sometimes they show how mature and progressive teen-agers can be. Teachers may learn much about their students by reading their comments to the questions of the "galluping" reporter.

Student editors should plan a program of polls, symposiums, pro and con articles, and the like. It is unwise to over-work the same form or to run into the ground a good idea. Hence, when the editorial calendar is prepared tentatively at the beginning of the term, editors also should plan far in advance what questions they will ask. Thus, they will avoid spur of the moment choices. At the same time such a program should be acceptable.

The school newspaper provides an opportunity for students to have a voice in school affairs. Neither student editors nor teachers should make this impossible. School newspapers cannot reach their full possibilities unless they devote some space regularly to presenting the views of students both on and off the staff.

## An Extended Tour-- An Integral Part of School Life

**P**OSTWAR educational planning could incorporate the idea of partial decentralization of the educational facilities offered in the small, medium, or large schools. Young people in the services will have travelled to the four corners of the earth during the various campaigns. Post-war travel will be greatly increased by newer and faster methods of transportation. Distance will be measured in hours. Inasmuch as the citizens of the very near future are becoming, or will become travel-conscious, and travelling will be part of living, why not incorporate an extended tour with all its educational advantages in the high school experiences of every student?

KEITH W. REED  
*Superintendent  
Laingsburg High School,  
Laingsburg, Michigan*

This is a story of how one small northern high school planned and executed an extended tour during depression days when money was scarce but gasoline plentiful.

Edenville, Michigan, supports a township unit high school with an enrollment of approximately eighty students in grades nine, ten, eleven, and twelve. In 1937, when the country was fighting its way out of the depression, many families were



supported by the WPA. Though wages were low the people, most of whom lived on small farms, had plenty to eat. The majority of the adults in the community had grown up, married, and settled down in their own communities, so their interests were provincial, and they and their children had seldom enjoyed the advantages and experiences of travel.

The eleventh and twelfth grades of this school had a joint class meeting in January, and decided that they would like to travel to Washington, D. C. They were interested in seeing some of the things they had read about and in having a good time. Their ideas were not pretentious and they hoped, not beyond their ability to finance and carry out.

Transportation being the first problem to solve, the English and Commercial classes cooperated in writing letters to the various railroad companies and to the Eastern Motor Bus Company for transportation costs. They found the cost of transporting the classes by public facilities was far beyond their financial resources. This method of transportation being out of the question, the class appointed a committee to go before the Board of Education at its next meeting to ask for the use of the school bus.

The bus had seen several years of hard usage and was not in good condition for the proposed trip. However, the Board granted the classes permission to use the bus with the understanding that the students were to pay all the expenses of necessary repairs or overhauling that were needed, and that they were entirely on their own as far as the expenses of the trip were concerned. Thereupon, the many minor repairs needed on the bus were tackled by the eleventh and twelfth grade boys. A few of them under the direction of the local garage man overhauled the motor, while several other boys with the help of the blacksmith built a substantial rack, four feet wide and two feet high, the entire length of the top of the bus, making room to accommodate the camping equipment and the food in case lots. Others removed two of the back seats inside the bus for the bed rolls and blankets.

In planning the itinerary, letters of inquiry concerning proposed routes were written by the class members to the various bus companies and to the American Automobile Association. The AAA cooperated in routing the group through the

places of greatest educational and historical interest to and from Washington. After the itinerary had been decided, the history class wrote to the Chamber of Commerce in all cities with historical or educational interests on the way. The class soon had a large supply of literature from each area concerning its own points of interest. Each member of the class was allotted specific detailed work on the various committees.

The pupils found many adults willing to lend equipment for the trip. Used camping equipment, including four large tents, was borrowed from the local sporting goods store. Four gasoline stoves and enough folding cots were loaned by the various people in the community, and the cooking equipment and dishes came from the local Parent-Teacher Association.

The girls had the problem of planning the menu and gathering the staple foods. In this farming community everybody had food cellars filled with canned fruit, tomatoes, string beans, peas, carrots and other items; they also had store of smoked hams, eggs and vegetables. In planning thirty meals for twenty people, they made the greatest use of these supplies. Then each student agreed to collect a certain amount of the above mentioned types of food.

The two classes and the local Parent-Teacher Association sponsored several chicken dinners, with the help of the mothers, and together they raised \$85.00. Each student contributed \$2.00 to the common fund, so when the trip was ready to start there was \$125.00 in the treasury. The adults who accompanied the students serving as chaperons or sponsors were the bus driver and his wife, the cook of a local restaurant, and the superintendent of schools.

After all plans had been executed and the equipment, food, bedding, and suitcases were assembled at the school house, there were several trial packings and unpackings to determine the best possible way to load the equipment. A committee of boys was then given charge of this part of the trip.

The group of two classes assembled at daybreak one beautiful morning in June, and with two cloth signs attached to the sides of the bus proclaiming "Washington or Bust", the group was off. A few pessimistic townspeople weren't so sure of

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# An Activity Program With a Coordinator

OUR boys and girls are coming home from the battlefields where they have given their all to preserve our democratic way of life. More than ever, our schools must teach the future citizens to uphold the traditions fought for in this war. There is no longer any place for dictatorial methods in our government, in our schools, or even in our homes. The wise administrator, the wise teacher, and the wise parent realize this and offer every opportunity for the youth of our country to learn the ways of democracy while practicing them in their everyday life in and out of school.

This growing demand for training in practical democracy has had much to do with the increased interest in extracurricular activities. For many years schools have been conscious of the value of those activities in which children participate outside of the classroom, yet those in charge have been reluctant to let them develop out of the experimental stage. It is still too easy to get things done in the old dictatorial manner. "Children should be seen and not heard," is still the motto for many.

One of the first needs of a successful program of activities is a sympathetic administration. Those in charge must realize the importance of giving students a chance to solve their own problems. They must also realize that mistakes will be made, but out of those mistakes will come constructive thinking and action. They must be willing to delegate responsibilities to the students, accept their decisions, if at all reasonable, and encourage boys and girls to stand on their own feet. Administrators, as well as teachers and parents, must never lose sight of the fact that they were once young and had many of the same problems to worry them. The decisions made are youth's decisions interpreted in the light of the philosophy of youth and should be considered as such. Above all, youth should be given a chance.

Not only administrators must believe in such a program, but also the teachers. They must be willing to help and guide the student in his activities. These activities take time and energy outside of the regular school day, but the wise teacher knows it pays dividends. The greatest as-

G. V. BURNETT

*Co-ordinator of Extracurricular Activities*

*El Monte Union High School*

*El Monte, California*

set of a good teacher is sympathetic understanding of his student's problems and willingness to help him to solve these problems.

So, too, must the student understand the philosophy back of the whole program of activities. They must be willing to accept responsibilities and shoulder their share of the good and bad. It takes time to prepare a school group for an activity program, and no one should expect startling results the first year. The activities must grow out of the needs and demands of the students. A program evolves slowly and surely if guided and encouraged properly.

The whole program must have direction, and it needs coordination. In this, most schools have been slow to take any action. The job of directing the activities is usually given to the over-worked administrator or some faculty member for him to do in his spare moments. The administrative type of director is often too busy with discipline problems of the negative nature. All activities must be positive. A few schools are recognizing the importance of having a well trained coordinator or director, who can give full time and energies to the extracurricular work. Other schools are bound to follow when they learn of the accomplishments of such a program.

Perhaps the common neglect is the lack of proper housing for the program. When schools learn that extracurricular activities can well become one of the best means for developing good citizenship, they will be willing to provide the same facilities as for those in classroom activities. The student center, the newspaper room, the council chamber, and courtroom are all necessities of a well-run program. Too often the council meets in the over-crowded board-room or in some classroom given over by a teacher. The pride of ownership can be a great help to the program, for the students feel that a room of their own implies more security.

At the El Monte Union High School we believe that our program of extracurric-

ular activities is a well-rounded one which reaches practically all of our twenty-four hundred students. We have the support of the administration and faculty and have a full time coordinator. We have clubs and organizations with enough variety, that are open to all students from grades nine through twelve. We have time allotted during the school day for all activities that have a definite part in carrying on the functions of our student organizations. We have a newspaper room, a student courtroom and a room for commission meetings. All students who purchase a student-body card costing seventy-five cents are members of the Associated Student Body and are eligible to vote and hold office.

The student affairs are managed by a student commission consisting of twenty members. The president, vice-president, secretary, head yell leader, commissioner of activities, and commissioner of finance are elected by the student body. They hold office for one semester and are eligible for re-election. The president, commissioners of activities and finance must be seniors, the vice-president, a junior and the others may be either a junior or a senior. The Boys' Federation, Girls' League, Lettermen Club, Girls' Athletic Association, Lion Knights, Lionesses, and Scholarship Society each elect one of their group to serve as the commissioner for the group. The commissioners of welfare and property, editor of the paper, editor of the yearbook, president of the freshman class, and president of the sophomore class complete the commission.

Meetings are held regularly every Monday morning during the fourth hour. All meetings are presided over by the president and are open to any student who wishes to attend. Each member is entitled to one vote, including the coordinator who attends all meetings. An agenda for each meeting is prepared in advance by the president. The superintendent, principal, and dean of girls are invited to meet with the commission to discuss problems whenever the need arises. Accurate minutes are kept, and the commissioner of finance makes a financial report at each meeting. Special meetings may be called by the president or the coordinator when the need arises.

The officers are elected and installed the preceding semester in order that the commission may start functioning as soon

as school starts in the fall. The clubs elect their members during the first week, and the commission starts its work the second week of the semester. The first job is to sell the student-body cards. This is usually done in one big drive lasting for a week. The members appear before each fourth-hour class to explain the advantages of purchasing a card and to make the sales. The response is highly gratifying; most students purchase a card. The money derived from the sale of cards is used to carry on the activity program of the students. Part of the money goes to the school newspaper and entitles each member to a copy of the weekly.

At the beginning of the year, the commission prepares and adopts the budget for the term. A large share of the budget provides for special assemblies. The commission usually sponsors two or three outside paid assemblies each semester and also four or five of their own, including the student body election campaign and installation assemblies. The commissioner of activities has charge of the campaign assembly; the commissioner of assemblies, the installation assembly. The president of the student body presides over the assemblies during the year. One of the special features of every assembly is the original and unique flag ceremony, which has brought our school much commendation. Several exchange assemblies with other schools are held during the year. Last fall two with our major rival in football were held prior to the games. The response was gratifying, and the resulting friendliness between the schools and students made the projects more than worthwhile.

A calendar of school dances is arranged early in the year, consisting of one night dance a month and a noon dance almost every Friday. Various organizations are assigned these dances on the basis of needs. A revolving fund is set up by the commission to provide money to those organizations unable to finance the dance. The noon dances are one of the chief sources of revenue for the work clubs. The admission price is ten cents, and the attendance runs from four to six hundred. The night dances rarely pay their way. The purpose of the whole program, however, is not for money making but as a service to the school furnishing part of the social life of the students.

The commission approves, upon application, all money-making projects of the



different organizations, reserving five per cent of the net profits for the general student fund. This gives the commission better supervision over all activities and creates respect for the commission. Our aim is always to impress on the student body the place and importance of the commission.

A student-welfare fund has been set up to help needy students. This is administered by the commissioner of welfare. The money is derived from many sources, including donations by the clubs and allotments from the commission. This fund is a reserve, which so far has not been used much but is held in readiness for any emergency. The Dean of girls advises and makes recommendations as to how the money may be used.

The commission charters and supervises all clubs. The commissioner of activities checks each application, which includes membership, purpose, means of financing, and time of meeting. He then makes recommendations to the commission as to approval or rejection. Any club deserving financial help makes application to the commission, and its needs are included in the budget. A charter may be revoked at any time the club does not live up to its purpose.

All special drives such as Stamps and Bonds, Red Cross, etc., are sponsored by the commission or assigned by them to some organization. The annual queen contest for the Christmas Ball is planned and conducted by a committee appointed by the commission. All other activities are allotted to the various clubs as the need arises. Of course, many recommendations are made to the superintendent and principal, concerning the activities of students and their work. They are always well received, and ideas, if considered constructive and worthwhile, are usually carried out.

In recent years we have tried out a delegate assembly, which is an advisory and recommending body to the commission. It consists of one member elected from each fourth-hour class. There are about seventy-five members presided over by the student body vice-president. The assembly meets on the average of once a month during the fourth hour. They discuss student problems and questions which come out of the various fourth-hour classes. These discussions are reported back to the commission by the vice-president

for action. Although they have no legislative power, such a widely representative group can bring great pressure on the commission. The assembly is new in our school but shows promise.

The commission delegates to the Boys' Federation all supervision of boys' activities and to the Girls' League all girls' activities. The Boys' Federation is managed by a council consisting of a president, vice-president, judge, and secretary—elected by all boys in the school—and two members from each class, appointed by the elected officers. This group is chiefly responsible for closed campus, no smoking, and general student behavior in the halls and on the campus.

The biggest project is the K K K—meaning, "Keep the Campus Clean." We have over twenty acres, and students are permitted to eat lunch and wander over most of the campus during the lunch hour. Certain areas are assigned to both boys' and girls' clubs for supervision. They see to it that food and paper are put in K K K cans and that smoking and any unnecessary roughness is prevented. The supervisors wear arm bands bearing the letters K K K. Violators are cited to the court.

The council acts as the court and meets regularly every Wednesday. Boys' and girls' courts meet together on most cases. Any service club member may cite a student to the court for violations. Those cited appear before the court and are allowed a trial. If found guilty, usually the first offense brings a strong lecture from the judge. The second offense means campus clean-up, and the third offense a week's suspension from school. Off campus without permission gives four hours detention on Saturday morning. Very few persons appear before the court more than once.

The closed campus is supervised by the Lion Knights, a service club consisting of about twenty senior boys. The club is one of the most respected on the campus and entrance requirements are very strict. Members check all off-campus passes, help in K K K, and act as guides and ushers at programs and ball games. Assisted by the Lioness Club, a girls' organization, the Knights sponsor the annual Christmas Ball, the only formal open to all students. Sweaters are furnished all Knights by the commission. The services of this group are very much in demand by the faculty and administration.

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# Should Janie Join?

It is senior class night in Middleville. Class will, prophecy, and history having been duly publicized, the superintendent advances to the front of the platform to read the names of pupils receiving special honors. Janie Jones' name figures largely on his list. As it is called, recognizing her contributions to school music, dramatics, debates, sports, and yearbook, Janie, brighteyed and smiling, steps up to claim her awards.

Her mother, beaming but anxious in the front row, notes that Janie's smile is artificial, and that nervous fatigue, not healthy sparkle, accounts for her bright eyes. A next-door neighbor whispers anxiously to Mrs. Jones, "Janie's looking peaked. Do you think she should have joined all those activities?"

And the neighbor may be inwardly pondering the advisability of any high school girl's joining *any* activity, mentally concluding that her time would best be filled with the regular curriculum and her home duties. "What good do those clubs do, anyway?" the average community skeptic may think.

One accomplishment of "those clubs" is making girls more interesting wives, and since marriage and motherhood is the goal and destiny of most American girls, that fact should be one score for their joining. Boredom is a formidable bogey-man of happy marriages, and a girl whose interests keep abreast of her husband's is more likely to keep him. If her interest in world affairs has been aroused through membership in an international relations club or on a debate squad, she will probably carry that interest into her marriage. She will be a more stimulating companion if she can discuss Russian diplomacy or Chinese political factions occasionally at dinner, instead of talking about the family laundry.

Commenting on the restlessness of middle-aged married men, Mary B. Gilson of the Department of Economics at the University of Chicago says, "Often they have boresome, stupid wives. These wives have not cultivated an interest in the world of real affairs, in the questions which intelligent men find interesting. Ergo, men find such wives uninteresting and trouble brews." Membership in activities will

LUCILLE BROWN  
1111 University Ave.  
Columbia, Missouri

broaden and improve a girl's enthusiasms and make her a better marriage prospect, boosting her chances of marital happiness.

If the wife needs the full background that activities can provide, it is indispensable to the career girl. In professional competition with men, she must be equally well-informed in economics, politics, and all subjects traditionally classed as masculine in appeal, if she is to succeed. High school clubs and discussion groups, with their emphasis on the rudiments of social subjects, pave the way for full-scale comprehension in adulthood. Ideals and appreciations, by-products of activities, are also vital.

Women proved their ability to do men's jobs equally well, or better, during World War II, although they had previously held important positions only if men did not want them. The alert and well-informed girl with a solid background of extracurricular association can do much toward dissolving the stigma toward women in business. Activities which help girls to see social problems as they affect both men and women are essential to the girl who plans to enter a profession.

Since the value of activities cannot be questioned, should a girl take one, two, or five? The answer is in that factor which is an innate part of all education—individual differences.

An imaginative Mary, a shy, retiring girl of meager ability, will probably profit most from one activity, chosen wisely by her adviser or the dean of girls. Because she is an introvert, she will be most happy in a small social group of similar interests, where she will express herself, rather than retiring into her shell. She will need more time and harder concentration on her lessons than the pupil with perhaps a higher IQ. Membership in a large group, or in a large number of groups, would only frustrate her and accentuate her solitude.

Joan, an average student who would much rather dance or chat than study,

(Continued on page 266)

## A Two-Year Experiment With a Small Dance Group

WORKING with a small group to develop skill and appreciation in one of the fine arts can enrich the lives of both the teacher and the students. Although I am an English instructor I have been for some years interested in the modern dance as an avocation. After studying one summer at the Bennington School of the Dance, I selected upon my return to school that fall six high school girls who I thought had natural ability for dance movement. None of these girls had ever had formal dance training, nor would any of them have found it possible to pay for such lessons. Yet they were all vitally interested in learning to dance. The time I spent with them was time taken from my own leisure. I explained that they were under no obligation to me since I desired to practice and dance with a group in a community where few if any were interested in the modern dance.

Twice a week after school I gave them lessons in technique. During the first two months, sometimes before, sometimes after, class we talked about the history of the dance. We discussed the differences between ballet and the modern dance. I told them anecdotes about Pavlova, Duncan, St. Denis, and Graham, and referred them to books in our school library that would give more complete information. Interest took tangible form when Kathie started a scrap book and Josie discovered a column by John Martin in the *New York Times* devoted to dance criticism. Pat selected the development of the modern dance in America as a topic for her term paper in English. Leatrice became quite articulate in her criticism of dancing in motion pictures. Sally became a *Theatre Arts* reader. Margaret, smallest and most frail of the group, gained weight and said she no longer "felt tired all the time."

After two months of technical training, I introduced work in creative dance composition. Now instead of imitating or following my instructions the girls were encouraged to put their own ideas into dance form. They experimented, then criticized and evaluated one another's work. From time to time I added my criticism and ex-

MARIE PRAHL

Flint Junior College  
Flint, Michigan

plained my standards of evaluation. This type of work in choreography, I found, gives almost limitless opportunities for democratic group activity.

Attempts to create in dance form likewise lead into interests in the fields of art, music, drama, literature, and gracious living. When at the end of six months' working together we gave a lecture-demonstration for two hundred members of the Flint Institute of Arts, we found our program definitely interwoven with music, drama, and the spoken word.

For our spring recital we designed and made our own costumes, scenery, programs, and publicity posters. Naturally some of us were better at one thing than at another. Kathie was our best seamstress, and in costuming we followed her lead. Leatrice had the most original ideas about *decor*, but it was Pat who had to tame them into practicalities. Sally and Margaret were good with words: publicity and programs were their opportunities to take the initiative. On the sawing, the nailing, and the painting we all did our shares.

We learned to work with other people and other creative forces, too, because all of our music was composed especially for our dances. Working with the musicians meant rehearsing, repeating, judging, and aiming at 'harmony between sound and movement. It was good group discipline, and the experience of feeling that dance and music grow together was aesthetically satisfying.

It has been said that each performance is just another rehearsal, another attempt toward perfection. Our post mortems became lessons in self-evaluation. We learned to be self-critical and eager to try again.

In the year that followed, we often went out of town to see other dance groups, professional as well as amateur. Our interests widened as our own skill increased and our appreciation sharpened. At the end of

(Continued on page 266)



# Radio: Three Plus Three

**T**HERE are three misunderstandings of one sort that impair the use of radio in the schools; and there are three misunderstandings of another sort that sometimes discourage teachers from even attempting to use it.

Three fallacies mislead teachers into believing that educational radio can be introduced into schools *easily*.

The first is that "everybody listens to radio." That is true, but not necessarily to school—to so-called educational programs. Of course you can compel listening in the classroom, but that won't help matters. We must learn techniques from the many radio programs that are tuned in voluntarily.

The second fallacy is that "all you need do is take any classroom recitation and put it on the air." If you do, the program may aim at naturalness but is almost certain to be dull, ineffective, and stupid. Radio is an art, with its own devices and techniques. To seem natural within the bounds of any art one must be highly artificial and facetious. In art naturalness is a clever deception, the ability to produce which is the result of training and experience. The chief ingredient in the recipe, if I may say it, is what you leave out.

The third common fallacy as to the facility with which good educational radio programs may be produced is that "radio fits in anywhere." Anyone who has ever tried it knows sadly that is not so. One would need an Einsteinian universe, in which 10 o'clock comes at the same time as 2 o'clock, in order to insert a particular program into our complex schedules, especially in the secondary school. Only with the help of recordings can the problem be at least partially solved.

But there are likewise three fallacies which mislead teachers into believing that it's *hard* to introduce education by radio into our schools.

The first such fallacy is that "radio is something quite apart from all school work." If it is properly viewed, radio, as one of the great arts of communication, is on the contrary found to fit readily into the traditional classifications of the language arts: reading, writing, speaking,

MAX J. HERZBERG

*Weequahic High School  
Newark, New Jersey*

and listening. Interestingly, the National Council of Teachers of English is planning this year to give two radio awards within the limits of these classifications.

Another misleading fallacy is that "radio interrupts school work." It does not do so if it is properly planned. Particularly is this so if one point is clearly understood: radio can be made to dovetail effectively into school work provided that the planning includes the school work as well as the radio programs. The relationship and the adjustments must be reciprocal.

There is, finally, a third fallacy—that "radio is really an out-of-school activity and has nothing to do with education." To the extent that all life concerns teachers, radio is important as an educational theme; everyone knows how large a role it plays in the existence of our young people. We must deal with it as an outside activity, but it also can be made to serve education directly and can be handled by means of educational techniques. If we do with radio what has been, for example, with reading, there will be great educational advances helpful to all teachers. In particular, we need to analyze listening skills, just as we have been analyzing reading skills; and perhaps the listening skills are even more important at this moment.

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## An Extended Tour— An Integral Part of School Life (Continued from page 255)

the "Washington", part but were quite certain about the "bust" part.

The first night, the party camped near Port Huron. The daily schedule had been worked out in advance. Each night after the place for camping had been selected the boys unpacked and set up the gasoline stoves and carried in the food. Then they set about pitching the tents, setting up the camp cots, and unloading the bed rolls and suit cases. During this time the girls, under the direction of the cook, had prepared supper. By the time the boys had

made camp, the girls had their meal ready. Then while the girls were washing dishes, the boys checked over the bus carefully to see that everything was in order.

There were two tents for the boys and two tents for the girls, with a chaperon in each tent. Excitement ran high the first day out, and there was little sleep the first night. After that, the students were so tired by night that there was no difficulty.

In the mornings, while the girls were making breakfast, the boys took down the camping equipment and packed the bus. So by the time the dishes were washed, everything was ready to start. There was no cooking at noon, for the girls packed the noonday lunch at breakfast time. Fresh vegetables, fresh meat, bread, and milk were purchased as needed on the way.

The itinerary on the way to Washington led through Niagara Falls, with a visit to Fort Niagara, Rochester, New York, Watkins Glen, Elmira, Gettysburg, Baltimore, and Washington, D. C. Three days were spent in Washington, during which time the party visited such places as the Bureau of Printing and Engraving, the Capitol Building, the Congressional Library, the Smithsonian Institution, the Field Museum, the White House, the Cathedral, and many other places of interest. Alexandria, Mt. Vernon, Arlington Cemetery, and the Washington Memorial were also visited. One evening, the class took a moonlight trip down the Potomac on a boat that accommodated about two thousand people. There were many other high school classes on the boat, and the youngsters enjoyed dancing to the music of Fats Waller and his orchestra, there in person. The camping ground in Washington was in the only tourist camp situated on the banks of the Potomac with the Washington Monument in view. The trip extended down as far as Maryland, to the natural bridge of Virginia. On the way home the party visited Youngstown, Akron, came through Toledo and Detroit, and when it reached home, there was sixty-five cents apiece left in the treasury. The weather was good throughout the trip, and the first aid kit had to be used only for minor cuts, bruises, and sunburn. Nobody became ill, and the behavior was excellent.

Throughout the next year, during which time the Juniors had become Seniors, facts and places which had been visited the summer before were followed up and dis-

cussed. This trip was very inexpensive but entailed a great amount of hard work and co-operation on the part of the participating students; however, to this day the educational and travelling experiences which the students enjoyed have not been forgotten.

Now the war is over and gasoline and school buses are again available. With proper leadership, every student can enjoy the educational advantages of one or more extended tours during his high school year.

<sup>1</sup>The Board of Education of Laingsburg High School, Laingsburg, Michigan, recently granted the use of their new forty-eight passenger bus for the use of their Senior class of fifteen members and six high school teachers for a ten-day or two-week tour in Eastern United States including a visit to Washington.

#### BENJAMIN FRANKLIN TO SAMUEL JOHNSON

I think with you, that nothing is of more importance for the public weal, than to form and train up youth in wisdom and virtue. Wise and good men are, in my opinion, the strength of state far more so than riches or arms, which, under the management of ignorance and wickedness, often draw on destruction, instead of providing for the safety of a people. And though the culture bestowed on many should be successful only with a few, yet the influence of those few and the service in their power may be very great. Even a single woman, that was wise, saved a city. I expect also that general virtue is more probably to be expected and obtained from the education of youth than from the exhortation of adult persons; bad habits and vices of the mind being, like diseases of the body, more easily prevented than cured.—*The Education Digest*.

#### NO SENSE OF HUMOR

He believed that there were profs who were neither absent-minded nor cranky and who dismissed their classes upon the stroke of the bell. He was convinced that all classroom humor does not originate in the back row. He did not believe that the opening of the baseball season is positively fatal to aged female relatives. He thought that a freshman was more to be pitied than ridiculed. He supposed that there were some students who conscientiously prepared their lessons. He thought that a student might conceivably attend a formal dance in his own clothes. He knew that there were interesting assembly speakers, for he had once heard one. He believed that there was no humor in parodying famous sayings and epigrams. In short, he showed an independence of thought which was truly commendable. Yet he lost his job. For he was the editor of an educational magazine, and his readers complained that he never published any jokes.—*Michigan Education Journal*.

# Assembly Programs for April

Among the assembly programs proposed for the current school year were a number designed to give students an opportunity of entering into group discussion of problems of vital importance. The writer believes that schools are not aware of the possibilities of using in their assembly programs the various forms and techniques of group discussion. Secondary schools have a special responsibility to train their students to be skillful in group consideration of problems and issues.

Properly conducted discussion is a democratic procedure and, as such, offers a splendid opportunity for students to learn and practice democracy in the assembly. It can be made a means of training students in participation, to be thoughtful listeners, to have respect and tolerance for the opinions of others, and to arrive at conclusions based on established fact. Today it is especially important that every citizen be as intelligently informed as possible. No student should leave the secondary school without having had an opportunity to develop his own power of thoughtful listening and speaking through taking part in the various forms of discussion.

Discussion implies an interchange of information and opinions. Instructions, sermons, lectures, or speeches are not discussions unless the audience is permitted to ask questions or express ideas. The various forms of public discussion—open forum, lecture-forum, symposium-forum, panel, round-table, and debate—employ techniques which can be applied in assembly programs. The "Parliamentary Session," which consists of a forum or debate linked with legislative or parliamentary procedure, has been used in a number of schools.

The court technique seems to be popular with student audiences. The court procedure may be applied in various ways, but the mock trial is the form most frequently used in assemblies. For example, in one school an assembly was presented on the theme of juvenile delinquency. It was in the form of a mock trial in which the defendant, charged with delinquency, was the community. The case was heard, and the community found delinquent as alleged in failing to provide the supervision, education, resources, and facilities necessary for the proper guidance of youth.

## IDEAS FOR ASSEMBLY PROGRAMS IN APRIL

April 1-5—*Discussion Assembly Program on Current Affairs*—Sponsored by the English or Speech and Social Studies Departments.

It is proposed that the first program in April be a discussion assembly dealing with current affairs. Some of the forms and techniques of discussion mentioned above can be put into practice in this program. Help in planning the pro-

C. C. HARVEY

*Nyssa Public Schools  
Nyssa, Oregon*

gram may be secured from the Junior Town Meeting League, 400 South Front Street, Columbus 15, Ohio. This is a national organization to foster discussion of current affairs among students of secondary schools. It publishes a weekly bulletin called "Civic Training" which contains outlines of current topics suitable for discussion by students of secondary schools and suggestions of ways to improve discussion. The League has as one of its aims that of encouraging schools to present assemblies of the Junior Town Meeting type.

Following are some topics and questions which might be appropriate and timely for use in the assembly:

Liberty means responsibility.

What it means to be "grown up." Are boys and girls growing up more rapidly as a result of the war?

What kind of postwar world do we want?

What are the prospects of youth in the postwar world?

The Political-International Problems of Peace.

Race and minority group relations and problems.

Why should citizens be interested in the functioning of their local government?

What part can schools play in solving the problems of inter-racial and inter-cultural relationship in the United States?

How can boys and girls who have been getting wartime wages be helped to adjust themselves to a more normal wage scale?

Should credit be given for extra-class activities?

How can student government be made to function in the assembly?

What are the changes that have taken place in the community as a result of the war? How do these changes affect you? What can the school do to help young people meet the new responsibilities which they are called upon to assume as the result of changed conditions?

How can high school students make their influence count in improving their communities?

Why is it important for today's youth to learn to read the newspaper intelligently?

How are the postwar social and economic readjustments likely to affect the lives of present high school youth?

What part should today's youth take in politics? What are some of the civic activities of



the community in which young people should participate?

*April 8-12—Arbor Day Assembly Program—Sponsored by the Science Department or Club.*

Arbor Day has become a symbol of our faith in the future and of our determination to use better our natural resources. The date varies in different states and the day to be observed is usually designated by a proclamation of the governor or by the state board of education. Representatives of the United States Forest Service are usually available for talks on conservation, illustrated by films and slides.

It is customary in most schools for a science class or club to serve a sponsor of the Arbor Day assembly. The type of program usually held features a variety of activities—music, speeches, recitations, plays, demonstrations of nature activities or art emphasizing trees. Ample material is available for such a program. The following outline might be helpful to schools in planning an Arbor Day assembly program:

*Music:*

Vocal—"Trees" by Kiimer; "Farewell to the Forest" by Mendelssohn; "Hark! Hark! the Lark," and "The Linden Tree" by Schubert; and "Homage to Spring" by McFayden.

Instrumental—"At the Brook" by Boisdreffre; "Narcissus" by Nevin; "To A Wild Rose" by MacDowell; and "Spring Song" by MacDowell; and "Spring Song" by Mendelssohn.

Playlet—"The Trees, Autumn Party" by Earnestine and Florence Horvath. See footnote Reference 1.

Poems—"Family Trees" by Mallock; "Trees" by Carman; "The Beech Tree" by Fyleman; "A Prayer" by Markham; "The Trees" by Morley; "Spring Talk" by Conkling; "Love-liest of Trees" by Housman; "Arbor Day" by Thompson; "Woodland Paths" by Hanes; and "Trees Used in Games and Sports" by Curtis.

A Story—"Saving the Forest" by Edward G. Cheyney.

An Essay—"A Tree Planting Memorial" by Paul F. Hannah.

Demonstrations—"How to Tell the Age of Trees," "Tree Identification," and "Products Made from Trees."

Topics for Discussions—"Conservation of Forests," "The Importance of Our Lumber and Forest Resources," "The Part Forests Have Played in American History," and "The Meaning of Arbor Day."

*April 15-19—Pan-American Day Assembly—Sponsored by the Pan-American Club,*

*the Spanish Department, or the History Department.*

April 14 is the date set as Pan-American Day each year, but the event will be observed in schools in 1946 during the following week. Pan American Day is observed simultaneously in all the 21 American republics to demonstrate inter-American friendship and unity. The beginning of the Good Neighbor Policy in 1933 gave a tremendous impetus to the organization of Pan-American Clubs. It is estimated by the United States Office of Education that there are approximately 2,000 of these clubs in secondary schools.

A chief project of Pan-American Clubs is arranging suitable assembly programs and other activities for Pan-American Day. Programs of skits, songs, folk dances, quizzes, exhibits of handicraft, and pageants are presented in numerous schools of all the American republics. At the Hackensack, New Jersey, High School, the week set aside as Pan-American Week concluded with an assembly during which the Walt Disney film entitled "South of the Border" was shown, and talented students sang popular songs of the other American lands. The Spanish Department of the Battle Creek, Michigan, High School, presented an assembly on Pan-American Day featuring Mexican music, folk dances from other American republics, and two short plays in Spanish. A Spanish Speaking Contest was held in connection with the Pan-American assembly presented last year at the Carl Schurz High School, Chicago.

Following are some ideas and sources of material for Pan-American Day assembly programs:

*Dramatic presentations.* Plays, pageants, and skits may be written by students or borrowed from the Division of Inter-American Educational Relations, U. S. Office of Education, Washington 25, D. C.

*Quiz programs.* Successful assembly programs for Pan-American Day modeled on the "Quiz Kids" radio programs have been reported from a number of schools. The questions used are related to the other American republics and indicate the importance of co-operation among the countries of the Western Hemisphere. Students can prepare their own questions based on their reading and class work, or write to the U. S. Office of Education for scripts which are available.

*Films.* Schools may borrow films of educational value, appropriate for Pan-American Day assemblies, from film libraries.

*Flag ceremony.* Large flags of the 21 American republics make an impressive decoration for the assembly room. Arranging the flags on the stage can be made an impressive ceremony. Appropriate music by the school orchestra usually accompanies the entrance of the flags.

*Topics for talks and discussions.* Write to the Pan-American Union, Washington 6, D. C., for

<sup>1</sup>See *The Days We Celebrate*, Compiled and Edited by Robert Haven Schauffler. New York: Dodd, Mead and Co. 1941. 4vol. Also *Plays for Our American Holidays*, Edited by Robert Haven Schauffler and A. P. Sanford: Published by Same Company.

free bulletins and materials for use in finding important questions dealing with inter-American relations.

**Messages from students in other American republics.** As a Pan-American Day project, many schools exchange messages and tokens of friendship with student groups in some of the other American republics. These are sometimes read during the assembly program.

**Other activities.** A loan packet, entitled "Pan-American Club Activities" (IX-G-10), may be borrowed for two weeks without cost except the return postage from the U. S. Office of Education. It contains a game book, a list of Spanish songs that may be learned from recordings, several skits, and suggestions for other activities which can be used in assembly programs.

**April 22-26—Preview of High School for Next Year's Freshmen—Sponsored by the Student Council and Principal.**

As many grade schools close for the term earlier than high schools and May is crowded with activities, the latter part of April is a better time to hold the assembly for the students who are expected to enroll the next September. The purpose of the program is to give the prospective freshmen a preview of high school and make the transition from the grade school less difficult. Many high schools find such a program exceedingly helpful. The following description of how it is done at one high school should be suggestive in arranging an assembly of this kind.

Each year two representatives of the student council visit the grade schools which send students to the high school. They discuss for the prospective freshmen these topics:

- a) Course—requirements, electives, etc.
- b) Activities—clubs, organizations, outside activities, etc.
- c) Student participation in school government.
- d) What it means to be a student at the high school.
- e) The cost of attending high school.
- f) Why it is important to begin planning early for high school.

A copy of the high school handbook is presented to each prospective member of the next freshmen class, and important items indicated and explained. A question and answer period follows and subject and activities sheets are left with each eighth grader to be filled out later.

The students who expect to enter the high school the following September are extended a special invitation to attend an assembly to be presented in their honor at the auditorium of the high school the following week. The aim is to demonstrate to them how freshmen fit into high school life. The text outline of a typical program presented for future freshmen is given below:

**Chairman—**A Freshman who achieved success in forensics.

**Address of Welcome—**President of the student council.

**Musical Selections—**High School Band.

**One-Act Play—**Freshman Dramatic Club.

**Dramatization—**"Jack and Jill at High School the First Day."

**Talks—**"Tips to Future Freshmen by Today's Freshmen"—Outstanding Boy and Girl from the Class.

**Musical Selection—**A Freshman who achieved success in music.

**Demonstrations—**"What to wear and what not to wear at high school"—A group of Freshmen boys and girls.

**Special Message—**High School Principal.

**Popular Selections—**High School Band.

It is a tradition at the Biglerville, Pa., High School to present an assembly each spring for future freshmen based on its "Student Code of Ethics." The Code is as follows: "We, the students of Biglerville High School, believe in purity of living, obedience to authority, courteous manners, achievement through effort, loyalty, service, and integrity of character. We believe in living up to the best that is within us at all times, whether alone or with many, and in keeping the faith with ourselves, our homes, our city, our country, and our God." The assembly

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sponsored by the student council, opened with the singing of "Alma Mater," followed with welcoming of visitors, and a program to interpret the ten points stressed in the Code. The program consisted of:

Singing of "Alma Mater" by the assembly.

Welcome to visitors and introduction of program by member of the council.

"Purity of Living" as applied to students of high school was discussed by a student leader.

A dramatization of the point "Obedience" was presented by three boys.

Short discussion of "Courtesy."

Discussion of "Energy" with demonstrations.

"Loyalty" expressed by four girls and three boys with the musical selection, "March On."

Illustrations of the point "Service from school life"—Pictures and cartoons of students in action.

Short discussion of "Integrity."

Discussion of "Achievement" with mention of some of the accomplishments of individual students and the school.

"Courage" was presented in the form of a dialogue by two boys.

"Faith of Our Fathers" was sung by the assembly, symbolic of the topic "Faith."

A summarizing discussion which included each of the ten points from the "Code of Ethics" was presented by a boy.

The entire student body then repeated the Code.

Following the presentation of each of the ten topics, a block constructed of wood, painted black, and displaying the topic which preceded in gold lettering was placed so that the ten blocks resulted in a pyramid, as follows:

Faith  
Achievement — Courage  
Loyalty — Service — Integrity  
Purity — Obedience — Courtesy — Energy

In the introduction to this article, the importance of giving students an opportunity to participate in organized group discussion was emphasized. Cleveland, Ohio, is one of the cities where this type of student expression is encouraged in assembly programs as well as other activities. Two high school students of Cleveland who have participated in assembly discussions of current problems have this to say of the value of their experiences. One comments:

"Leading a representative group discussion in parliamentary fashion is an experience which alone is of inestimable value. I have gained assurance in myself, in my judgment, and in my sense of fair play.

"I believe I am able to see the other fellow's viewpoint, and to respect his judgment. I have gained this desired ability through my experience in having to accede to the demands of a majority and also in having to pacify a beligerent minority."

A student from another school says:

"Thanks to my experience in group discussions, I can now express myself when called upon. I can join with fellow students in thinking things through and arriving at a fair and intelligent solution. All boys and girls should learn to take part in group discussions before leaving high school. Democracy means talking things through before acting."

### Should Janie Join?

*(Continued from page 259)*

needs warning against going off the deep end into a whirl of activities, lest her natural inclination to be "one of the crowd" causes her to overindulge. More than two or three activities will leave her with no energy or enthusiasm for study. Again, activities should be chosen to fit her personality and aptitudes. Her gregarious tendency will put her at ease in clubs with social aims, but she will need the others to round out her personality.

Grace, who has an over supply of brains and energy, needs constructive employment almost twenty-four hours a day. When her lessons are done (a quick and easy task for her) activities are a worthwhile outlet, and she can contribute to the four or five to which her capabilities are best suited. Her high intellectual caliber and physical resources automatically make more activities desirable for her.

Regardless of ability, girls need the character development and training that extracurricular activities offer. Should Janie join? Emphatically yes, as many activities as her unique individuality can handle.

### A Two-Year Experiment with A Small Dance Group

*(Continued from page 260)*

two years, when the group was naturally dissolved by graduation from high school, we had experienced group activity with its most gratifying rewards. None of the girls were interested in the dance as a career. Three girls became fine secretaries, one married, one became an engineer cadet, another went on to college in order to teach history. But as individuals we had experienced successful activity in a small group; we were more intelligently interested in the fine arts, and we were better trained to work creatively and democratically with other people in the future.



## News Notes and Comments

### Students And Teachers Day— April 19, 1946<sup>1</sup>

On February 9, Senator Wayne Morse of Oregon introduced Senate Joint Resolution 141, authorizing and requesting that the President proclaim April 19, 1946, as Students and Teachers Day in commemoration of their contributions in helping to bring about victory in the present war. The following remarks were made by Senator Morse when the resolution was introduced:

#### Proclamation Commemorating Contributions of Students and Teachers to the War Effort

MR. MORSE: Mr. President, I ask unanimous consent to introduce a very brief joint resolution, and make a few comments in respect thereto. The joint resolution reads as follows:

Joint resolution authorizing the President to proclaim April 19, 1946, as Students and Teachers Day in commemoration of their contributions in helping to bring about victory in the present war.

*Resolved, etc.,* That the President is authorized and requested to issue a proclamation designating April 19, 1946, as Students and Teachers Day and calling upon the people throughout the United States to observe the day with appropriate ceremonies honoring students and teachers for their contributions in helping to bring about victory in the present war.

Mr. President, I think it is particularly fitting that such honor should be paid to the students and teachers of America on April 19, 1946, because April 19 is a historic day of freedom in America. It is Concord and Lexington Day. I think it is proper that public attention be directed to the school system of America on the day commemorating "the shot heard round the world" which started the fight for American independence. I think that it is perfectly clear that if we are to remain a free and enlightened nation, the greatest responsibility rests upon the school system. I happen to be convinced that free education in America is more important in preserving our rights and freedom than is even the Congress of the United States. Hence, I think it particularly fitting, because of the great contributions which the school children of America and the teachers of America made during the war, in the great fight to preserve this Nation as a free nation, that the President should issue a proclamation in their honor, as I suggest.

In support of the suggestion I should like to quote from Mr. C. C. Harvey, a very able teacher in the Nyssa Public School of my state. He makes the following points:

Some of the arguments in favor of making this project national in scope are: (1) During the

war, students accepted more responsibility than ever before, and they deserve to be honored in some appropriate way. (2) By recognizing the students, it will in a sense be recognition for faculty members, school administrators, and patrons who composed the remainder of the team which made the accomplishments of students possible. (3) It will bring public attention to the part played by the schools during the war, not only in carrying on in the face of many serious obstacles, but in doing a superb job and making vital contribution toward victory, as well.

Mr. President, lastly I wish to call attention of the Senate to an excerpt from a letter written by a great American educator, Mr. Willard E. Givens. In his letter he comments on the contributions of the educational system of this country to the war, as follows:

The armed forces could not have been so quickly trained in the intricate specialties demanded in modern warfare without the educational preparation provided by the schools and colleges. The resources could not have been so effectively mobilized without the skills and knowledge developed in our educational institutions. The basic educational program of the Nation also provided the foundation for the high morale and clear understanding of the purposes for which we were fighting.

The schools and colleges of the Nation quickly and effectively trained 12,000,000 men and women for war jobs in industry; gathered millions of tons of scrap paper and other materials; provided the services of teachers for rationing and registration programs which could not have been handled so effectively in any other way; and adjusted courses to permit older pupils to do part-time work, thus relieving the manpower shortage.

Above all else, in the face of many difficulties the schools and colleges have carried on during the war their regular responsibility—the education of 25,000,000 boys and girls.

So I say, Mr. President, that I think it particularly fitting and proper that the people of America should under Presidential proclamation on April 19, 1946, pay homage to the great contributions to the war effort made by the students and school teachers of America.

The PRESIDENT pro tempore: Without objection, the joint resolution introduced by the Senator from Oregon will be received and appropriately referred.

The joint resolution (S. J. Res. 141) authorizing the President to proclaim April 19, 1946, as Students and Teachers Day in commemoration of their contributions in helping to bring about victory in the present war, was read twice by

its title and referred to the Committee on the Judiciary.

<sup>1</sup>From the *Congressional Record*, Vol. 92, No. 21, February 9, 1946. pp. 1247-48.

Harveyville, Kansas, High School supported a victorious basketball team through its county and district tournaments by chartering a train and taking the town's entire population.

### Head of F. B. I. Praises Allied Youth Approach

"We who are engaged in law enforcement," J. Edgar Hoover told W. Roy Berg, "know that millions of adults are evading their responsibilities toward youth. For this reason it is heartening to know of the program being undertaken by Allied Youth, Inc." Director Hoover of the F. B. I. also sketched to the Executive Secretary of Allied Youth, Inc., chapters in the progress of a crime-fighting program that joined "the best of youth and of science to maintain law and order."

"Teen Town" canteens are being reported from rural villages throughout our nation, also from New York, Chicago, and Los Angeles.

### Conservation Education in The Public Schools

Educators from 31 states, representing all levels from rural schools to important universities, declared sound conservation attitudes and habits to be essential to good citizenship, and recommended steps to achieve them, at four conservation education conferences during 1945. Integration of soil conservation with established courses in the public schools was recommended as the best means of doing the job. The conferences were sponsored by the Soil Conservation Service of the U. S. Department of Agriculture, and were held in Philadelphia, Chicago, Lincoln, Nebraska, and Portland, Oregon.

### De Vry Manufactures New Public Address Unit

De Vry has designed and is now manufacturing a 4 Position Mixer Unit to serve the need for the utilization of as many as four microphones. A must public address unit for stage presentations, athletic events, church choirs, banquets and other school, church, theatre and civic affairs.

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amplifier having input jacks for microphone and turntable.

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Wisner, La., High School, through its Honor Society and Student Council and under direction of its principal, has just inaugurated a program intended to stimulate interest in the teaching profession.

The plan is for \$100 scholarship grant, the number of such grants being limited only by the number of qualified candidates and the availability of funds, to any eligible, worthy graduate of the school who agrees to pursue a teacher-training course in any approved college and to engage in the teaching profession upon graduation. Selections for the awards will be made upon the basis of character, personality, and the intelligence necessary in a prospective teacher.

### Schools Enroll In Permanent School Savings Program

An official School Savings Charter will be issued to each school in the Nation which enrolls in the permanent School Savings Program, set up by leading educators and their professional organizations, working in cooperation with the United States Treasury Department and the Office of Education. Signed by the Secretary of the Treasury and countersigned by the principal of the school, the Charter will be a constant reminder of the school's enlistment in the program "to promote understanding of the personal and national reasons for continued saving and to give the opportunity to save regularly at school."

For further information, write: Education Section, U. S. Savings Bonds Division, Treasury Dept., Washington, D. C.

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level of universal education is indispensable to the solution by this country, or any other, of such basic problems as good citizenship, full employment, and relations between minority groups. Everyone agrees to this but our nation as a whole is not doing enough about it.

The skeptic who doubts this has only to turn to the United States Census of 1940 which revealed that of the adults twenty-five years of age or over, 3 million have never gone to school at all; 13 per cent had not completed the fourth grade; 56 per cent had only an eighth-grade education or less; 75 per cent had not completed high school. Selective Service revealed 350,000 young men of draft age who could not write their own names.—From "The Public and Education," published by the N. E. A.

### Fun on Saturday

More than 2,300 boys and girls in the city of Madison, Wis., attend school regularly on Saturdays. They constitute almost one fifth of the total school population. Their attendance is entirely voluntary and so great is their interest that many are waiting outside the buildings at 9 o'clock in the morning for the doors to be opened. Ten of the city's fourteen public-school buildings are open from 9 A. M. until 12 noon, four are also used from 1 P. M. until 4 P. M. and one does not close until 10 P. M. So heavy is the demand that plans are being made to open other buildings on Saturday night.

The magnet which draws these youth from all sections of the city is a broad recreational program consisting of sports and games, dances and rhythmical activities, crafts, dramatics, music, storytelling, tumbling, gymnastics, wrestling, relays, and motion pictures. — HOWARD G. DANFORD in *Journal of Health and Physical Education*.

The future composers of American music will have the opportunity of winning early national recognition in the 8th annual Scholastic Creative Award competition. Details of the 1946 competition, which will close on March 24, are announced by Scholastic Magazine, which sponsors the Awards in association with the Music Education National Conference, national organization of music teachers.

For copies of the Scholastic Creative Music Awards bulletin giving detailed information, write to Scholastic Awards, 220 East 42nd St., New York 17, N. Y.

Columbia Scholastic Press Association is busy making plans for the largest Convention in several years. Dates, Thursday, Friday, and Saturday, March 21, 22, and 23, were announced in the December *School Press Review*.

About 10,000 Camp Fire Girls groups held candle ceremonies in honor of the San Francisco United Nations Conference.

When American youth learns that men are indeed equal, the humblest with the greatest, we may have faith that without too great difficulty, most of the other objectives of secondary education—skills, social and civic competence, health—can be added unto this.—Hubert N. Hart in *Journal of Education*

There is no end to the contests that can be used to vitalize the academic work. It will pay big dividends to capitalize thoughtfully on several of them.—Byron C. Kirby in *Journal of Education*

## From Our Readers

### Editor School Activities:

I am enclosing an article on the extracurricular activities of the El Monte Union High School. I feel that we have a worthwhile program and wish to pass the information on to other schools. Because we receive many good ideas from *School Activities* we would like very much to contribute something to it. I will be glad to furnish your magazine or inquiring schools further information about our activity program.

Respectfully yours,

G. V. Burnett  
El Monte Union High School  
El Monte, Calif.

Thanks, Mr. Burnett. If we do not have readers who feel as you do, we will have no magazine.

School Activities,  
Topeka, Kansas:

Enclosed you will find the check for our renewal. The magazine is of great interest and well worth renewing.

Sincerely yours,

Rev. Robert J. Maher  
Lebanon Catholic High School  
Lebanon, Penna.

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# How We Do It

C. C. HARVEY, *Department Editor*

**The Student Lounge Is Popular Spot Around Our High School**

**Annual High School Operetta Is Leading Activity In Music**

**Various Forms of Discussion Emphasized In Student Clubs**

**Girl Reserves Club Projects Help To Finance Activities**

**How Our Intramural Program Is Organized Learning the Ways of Democracy Through Student Government**

**Physical Education As a Girl's Group Project Pupil Consciousness Developed Through Clean-up Week Program**

**How We Produced An Eighth Grade Miniature Yearbook**

**The "Morale Boosters" Write Letters To Former Students**

**All Groups Contribute To Success of Annual Drama**

**Regular Program of Recreation Nights Held During Winter**

**How We Do It Items In Brief**

## THE STUDENT LOUNGE IS POPULAR SPOT AROUND OUR HIGH SCHOOL

Students of Arsenal Technical High School used to be confronted with a serious problem—where to go and what to do during free time while at school. In the fall of 1944 the Student Affairs Organization noticed an increasing number of students loitering on the campus and in the halls. At first the pupils were permitted to spend extra time in empty classrooms under the supervision of a teacher. This proved to be unsuccessful, and the S.A.O. was called upon to decide what should be done.

After several meetings at which this problem was discussed, it was decided that we sponsor a room where the boys and girls could go under the supervision of students instead of teachers. The members of the S. A. O. Executive Board noticed how appreciative the student body had become, and this inspired us to go ahead and furnish the room, calling it the Student Lounge.

The next problem which faced us was how to raise money to furnish the Lounge. Since we were at war, we sponsored many drives which not only supplied adequate funds in our treasury but also aided the war effort. These drives included rags, papers, grease, coat hangers, hose, scrap metal, and books. The money obtained from these drives enabled us to begin furnishing the Lounge.

A committee was in full swing, with davenport easy chairs, lamps, and study tables. The floor was covered with linoleum and the walls with

tapestries. Smart curtains were hung at the windows, giving the room a pleasant atmosphere.

It was not long before the student body became well acquainted with the Lounge, and they flocked there each period of the day. It has become so over-crowded that we feel it is now necessary to expand. A new committee is now at work to obtain space for more lounges.

This room has proved to be exceedingly valuable not only for students but also for many committees who choose to meet here. Very often formal teas are held and clubs give parties in the lounge. We sincerely believe that every high school should have a Student Lounge where pupils may feel free to go during their extra time. — GERTRUDE THUEMLER, Dean of Girls, Arsenal Technical Schools, Indianapolis 7, Indiana.

## ANNUAL HIGH SCHOOL OPERETTA IS LEADING ACTIVITY IN MUSIC

The unusual appeal and universal charm of the opera, or the operetta, is that it may bring pleasure to both the singer and the listener, through so many channels—through the ear by attractive music and spoken dialogue, the eye by appropriate scenery, costume, and lighting, and through a dramatic story and appropriate action.

"An Old Kentucky Garden," an operetta based on the music of Stephen C. Foster's melodies, presented by the Glee Club of Biglerville, Pa., High School, March 7 and 8, was the leading activity in music for the year. This was chosen for our annual operetta because of its appeal through melodies which are universally known. The simple and tuneful strains appealed to both the cast and audience. The picturesque Southland of the 1850's, with its Negro singers and elaborately garbed laides and gentleman, formed the background for the story. "An Old Kentucky Garden" is further enhanced by the simple, yet impressive dances of the plantation singers and the stately minuet of the ladies and gentlemen.

Singers for the principal roles were selected according to their ability as singers and their aptitudes as actors. The cast of nineteen, supplemented by a chorus of forty-four comprised the personnel of the operetta. Practices for the large choral groups were held during a regularly scheduled activity period, and the cast and dancing groups rehearsed after school.

Advertising and publicity were in charge of the art and commercial departments of the school. Painting and make up of scenery was done by the art and industrial clubs. Drama was under the direction of the music and English departments.

Benefits derived from the presentation of this operetta are many—dramatic expression, musical training, development of poise, and general deportment before an audience. — L. V. STOCK, Supervising Principal, Biglerville High School, Biglerville, Penna.

### VARIOUS FORMS OF DISCUSSION EMPHASIZED IN STUDENT CLUBS

The Student Forum and the International Round Table have been organized as clubs for Evanston Township High School students particularly interested in becoming proficient in the various forms of discussion: round table, panel, symposium, and debate.

The Student Forum meets twice each month to give students experience in discussions and to plan homeroom and lunch hour forums. Such forums give opportunity not only for increasing effectiveness in speaking, but also provide a medium of open discussion for the student body that opinions of the student body may be clarified regarding important student problems.

All students are eligible for try-outs, which are announced during the first week of the school year and which are judged by a faculty-student committee.

Students who enjoy a stimulating argument on world affairs go once a month to the International Round Table. In this group a student may say what he thinks without being bitingly criticized or maliciously quoted. Juniors and seniors interested in international affairs and in having experience in carrying on well-informed discussions in a democratic manner make up the restricted membership of this club. — MARTHA GRAY, Chairman of Student Activities, Evanston Township High School, Evanston, Illinois.

### GIRL RESERVES CLUB PROJECTS HELP FINANCE ACTIVITIES

La Porte, Indiana, is located in an industrial area, and the high school has an enrollment of 1000 pupils in the four upper grades.

The Girl Reserves manage the concessions at the ball games, and the proceeds are divided with the extracurricular fund of the school. The girls use their funds for charitable purposes. This last semester they donated \$100 to the Red Cross drive.

The senior class has sponsored dances after the ball games for years. They charge 25 cents admission. The orchestra is composed of members of the school, who are paid union wages. The proceeds from these dances have been used to finance the yearbook and for a memorial to the school. The amount left by the last two classes has been used to help defray expenses for a public address system for the school. This address system is going to be an excellent device for the dramatic club and music club to put

on radio programs for the students without calling them to the auditorium.

The two above named projects have been very successful in that they have served the dual purpose of providing entertainment for the student body and netting the school some \$1700 for this past year. — RUTH HUDDLESTON, La Porte, Indiana, High School.

### HOW OUR INTRA-MURAL PROGRAM IS ORGANIZED

Our intra-mural program at the Capitol Hill Junior High School, Oklahoma City, Oklahoma, is so planned that all students have an opportunity to play on teams and benefit from wholesome recreation and share in the acquisition of good social habits that may result from play.

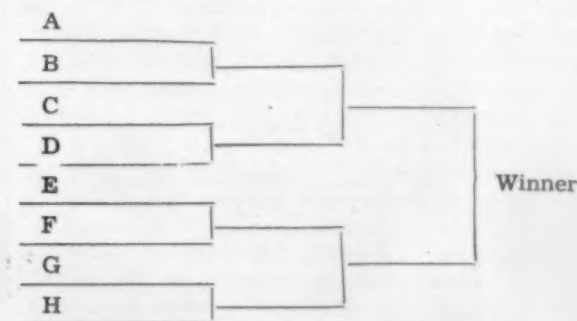
The success of physical education in the school may be judged by student interest in the intra-mural program and by the number of participants. Every homeroom is represented, with an average of 900 students participating. Careful planning of schedules and publicity help to stimulate interest in the activities. Posting schedules on the bulletin board showing standing of teams, time, and dates of games to be played help to keep up interest.

The program is organized through homerooms. Each room elects a captain or leader, who aids in the selection of teams from the group. The leader of the room automatically becomes a member of the Leaders Club, in which students are taught, not only the rules of the games in which they are participants, but also how to officiate as umpires, referees, and scorekeepers in games in which their respective homerooms are not engaged.

For participation in games and tournaments, pupils of each grade compete with homerooms of their own age. In this way, we have found that competition is keener, and by keeping the age level equalized, interest is stimulated.

The *Elimination Type* of tournament is used for our team sports, while the *Ladder* or *Perpetual Type* is used for the individual sports. These types are illustrated here:

#### 1. Elimination Type



## 2. Perpetual or Ladder Type

A
B
C
D
E
F
G
H

Seasonal sports are selected: fall, winter, and spring. Fall sports are softball, quoits, horseshoe, soccer, swimming. Winter sports are volleyball, basketball, foul shooting, badminton, kickball. Spring sports are outdoor softball, swimming, tennis, baseball, horseshoe. Intra-mural athletics for girls is scheduled three days a week from 3:30 to 4:40 p. m.—Monday, Wednesday, and Thursday. For boys, three days a week 3:30 to 4:30 p. m.—Tuesday, Wednesday, and Friday.

Pennants are awarded to winning teams at the end of tournaments. The program is sponsored by the directors of Physical Education and Health. We believe that the program helps our students develop physically, grow emotionally, and adds to their experience in co-operative living.—MRS. ANNA BELLE MOORE, Head of Physical Education and Health Department, Capitol Hill Junior High School, Oklahoma City, Oklahoma.

## LEARNING THE WAYS OF DEMOCRACY THROUGH STUDENT GOVERNMENT

The construction of our plan of student participation in school government is in every way democratic. The student body of Grant Union High, North Sacramento, Calif., is represented in a student council, every pupil having a voice in the student government through his class representative.

The student council is comprised of an executive and a representative branch. The executive officers are elected by the student body, while the representatives are elected by each class. The executive branch consists of a president, boys' vice president, girls' vice president, secretary, and four representatives-at-large. In the representative branch, each High and Low Freshman, Sophomore, Junior, and Senior Class is allowed one representative respectively. In our four-year high school this makes a total of eight representatives.

The president is a connecting link between the council members and the principal. The proposals of the council members may be vetoed by the principal; therefore, the president must be in full accord with the policies of the school. There is no discrimination between boys and girls in the holding of this office.

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<b>\$2.30</b>	<b>\$2.50</b>	<b>\$2.53</b>	<b>\$2.90</b>	<b>\$5.10</b>
FIFTY-SQUARE-INCH CUTS				
<b>\$4.75</b>	<b>\$5.06</b>	<b>\$5.30</b>	<b>\$5.66</b>	<b>\$8.83</b>
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	UP TO 30 IN	30	30	24	19	15	13	10	08	06	
	UP TO 40 IN	40	38	30	23	19	16	13	09	08	
	UP TO 60 IN	60	59	47	36	29	25	20	15	12	
	UP TO 100 IN	100	81								
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The boys' vice president and girls' vice president advise and assist the president and also help to plan activities and school improvement projects. In the absence of the president, the boys' vice president takes over the office.

The secretary is appointed to special duties, as are the representatives-at-large. The president appoints the representatives-at-large to assume responsibility for special duties. They, in turn, choose their aides from class representatives. Some of the special duties of these representatives-at-large are: chairman of entertainment for assemblies; chairman of publicity for sports activities; chairman of decorating football field during football season; and, chairman of special activities which are carried on from time to time during the year.

The affairs of the student government are carried on by regular parliamentary procedure. Class representatives convey the policies of the council to their respective classes and also provide aid to the council in carrying out their activities.

The yell leaders are not active members of the student council. As they are elected by this body, they are responsible to it for their duties.

These are components of our council that work together in a spirit of co-operation to give our school a very efficient form of student participation in school government. — **BILL CROY**, Grant Union High School, North Sacramento, California.

## PHYSICAL EDUCATION AS A GIRLS' GROUP PROJECT

In 1943 Malvern faced the problem of staging a continuation of a monster co-educational show, "War Time Tonics," which had run into three editions. The staff that had supplied creative and sponsoring direction previously were in the services; the students had suffered loss of time from their studies that could not be justified; everyone was heartily sick of the prospect of another "three-ring circus." The staff decided there would be no show.

Then a deputation of girls came to the physical education office proposing a "demonstration." We invited the student committee to talk over the idea. "Something to work for, to show our parents we really do something in physical education, the boys get all the credit", were among the needs they felt. If it was to be a portrait of all phases of the school program, then preparation could be made within class periods; so the committee drew up tentative plans.

Basketball and volleyball games, folk dancing and square dancing, classes in first aid and anatomy, and orthopedic remedial work were carried on as usual, with the added incentive of an immediate goal. Girls not wishing to take part eagerly assumed responsibility for ushering,

publicity, and refreshments. The program that finally emerged after two months was something like this:

7:00—7:45 While guests arrived, girls practiced archery informally in one gymnasium and volleyball in the other. Health activities were demonstrated in special classrooms throughout the evening.

7:45—8:30 Guests were urged to assemble in the large gymnasium to see an opening march and typical gymnastics period by an eleventh grade class.

8:30—9:15 Four teams of basketball followed the gymnastics, using rest periods of one game for the initiating of another. Senior girls did announcing, refereeing. In the other gymnasium a total of fifty-four juniors managed a volleyball tournament.

9:00—9:30 Dancing on the auditorium stage progressed from junior to senior level, ending with folk dancing in costume and an original dance to the rhythm of a choral speaking group from an English class, using Vachel Lindsay's "Down Cellar Said the Cricket." The Household Economics class contributed costumes.

9:30—10:30 Two key sets of students in the auditorium and gymnasiums led the parents in square dancing which the boys "called off," using the fiddle for atmosphere. Parents came and went freely during the evening, except during the dance program, and were served refreshments buffet style in various parts of the building.

### Evaluation:

Pros: pupil participation without penalties of rehearsing; a realistic cross section of school activities; enjoyment and frank discussion of program later.

Cons: time allotted to square dancing insufficient. The parents were having such a good time! Refreshments could have been more simply arranged. Girls could not take part in two activities scheduled together.

We felt the evening had achieved its aims.—**GLADYS KIPPEN**, Malvern Collegiate, Toronto, Canada.


## PUPIL CONSCIOUSNESS DEVELOPED THROUGH CLEAN-UP WEEK PROGRAM

When the size of the janitorial force began to diminish and the carelessness of students

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seemed to be on the increase, the Student Government Organization of Clinton Community High School, Clinton, Illinois, began to study the problem of keeping the building clean, sanitary, and attractive. The result was a clean-up campaign culminating in the observance of Clean-up Week.

The first step was to publicize the campaign by talks to homeroom groups by representatives of the student body. Student leaders also spoke to the student body at large via the public address system. Some progress was made by these steps alone, since appeals to students made by their own leaders are seldom completely ignored.

Next a poster contest was announced. The Student Government Organization gave prizes for the best posters on the subject of keeping the school building and grounds clean and attractive. When the posters were finished, they were displayed in prominent places throughout the building.

Finally a large bulletin-board was secured, and under the caption—"We do have a city dump, but *these* articles came from the corridors and classrooms of Clinton Community High School"—assorted cough drop boxes, candy wrappers, notes, paper airplanes, matches, peanuts, and apple cores were displayed. The students became conscious that their building was not as attractive as it should be and the result has been a cleaner building and a higher student morale.

Incidentally, one other result has been some voluntary help for the janitors furnished by boys on the student council. Our clean-up campaign was a big success, and we believe that students in other schools will react to a campaign of this kind in a mature and responsible manner as did the students of our school.—HARRISON E. HERTH, Student Government Adviser, Clinton Community High School, Clinton, Ill.

#### HOW WE PRODUCE AN EIGHTH GRADE MINIATURE YEARBOOK

For the past three years the pupils in the eighth grade of the Logan School, Altoona, Pa., have made miniature yearbooks. The project is discussed with pupils early in March, and they are made to realize that co-operation, perseverance in work, and punctuality in submitting materials are essential to the success of the yearbook. Pupils enter into the activity with great enthusiasm.

The yearbooks are produced by the class organization. The first year, when initial plans were being made, members brought in yearbooks published by neighboring high schools. Of course, the students did not want to copy ideas, but after some live-wire discussions, they

decided that they would need a history of the class, a class will, song, etc. After several meetings, the book was planned tentatively. It was to contain the following: a class will; a picture of each class member, his birthday and line or two about him; a class prophecy; class history; a class song; a few short stories; original poems, and jokes.

"Who shall take charge of it?" was the next thing to decide. An editor-in-chief and a business manager were elected. The editor appointed committees for the following: short stories, poems, jokes, class history, and all other departments mentioned in the contents listed in the preceding paragraph. Heads of committees, in turn, after consulting teachers of art, music, and English, appointed student workers for each separate task.

The real work of each group began about the first of April. The teacher of English was the regular sponsor, but other teachers helped whenever possible. The work involved in the preparation of materials was completed the last week in April.

This yearbook used two nine by twelve sheets of art paper for covers. On the front cover was a design produced in the art department. The art editor, assisted by the art teacher, took the responsibility for covers and the drawing of cartoons inside the book.

The books were written in longhand on ordinary ruled composition paper, and were tied with ribbons in the class colors. The last few pages in the books were left blank and used for autographs.

The only expense of the miniature yearbook was for the set of pictures of the class which each student bought. These were obtained from the photographer who made pictures of each child for the health cards.

This project is only three years old, but it is one of the activities of the school which will probably be carried on for a long time, due to the interest which students have in it. I am sincere when I say that the children prize these miniature yearbooks as much as any high school or college student prizes his annual. Since the first year some improvements have been made. We hope that later we can get the book mimeographed or printed, but there is some question whether or not this would make it a better project. As it is, every step in the production of the book is the activity of students which involves creative effort and learning.—KATHRYN N. HYNICK, Logan School, Logan Township, Altoona, Pa.

#### THE "MORALE BOOSTERS" WRITE LETTERS TO FORMER STUDENTS

During the war, many boys have been called from their high schools to serve their country, and it now seems that this will continue during years of peace. When these students leave,

they are excited, and life in the armed services appears to be an exciting interlude in their lives. In only a few days homesickness overcomes them and nothing is more precious than a letter from a friend.

Members of *The Booster* staff, Pittsburg, Kansas, High School realize this, and have formed an organization to boost the morale of those who enter the services. During the past two years, the staff has sponsored the sending of letters to former students of the high school.

Monday morning of each week, the boys to receive that week's letters are chosen. From four to eight pages of *Booster* stationery are pasted together lengthwise for each boy. His name and address are written at the top of the letter, and the editor writes a note explaining that it is a cumulative letter from the students of the high school. The letters are then hung on the bulletin-board in the library and various students write greetings or notes to the boy. When the front pages are filled, the letter is turned over and students continue writing the latest news on the back.

At Wednesday noon, the letters are taken to the coach and boys in his classes and on the school athletic teams and they write notes about athletics. Both students and teachers write so that when the serviceman receives the letter

he feels that he's back at high school for a few minutes.

To begin the project and enlist the co-operation of students, articles explaining the idea were written and published in the school paper. Each Monday, over the public address system, when the *Booster* broadcast is being presented, the names of the boys who are to receive letters that week are read, and usually the branch of service they are in is mentioned.

Boys home on furlough or leave who have received the letters always come to the *Booster* office to thank the staff and tell how much the letters have meant to them. Others write letters to the school expressing their gratitude. *The Booster* staff feels that the project has been very much worth-while.—PAT LANE, *Booster* Editor, Pittsburg High School, Pittsburg, Kansas.

#### ALL GROUPS CONTRIBUTE TO SUCCESS OF ANNUAL DRAMA

Continuing the tradition that started some ten years ago, the students of Cheltenham high school, under the combined efforts of the music, English, homeroom, physical education, home economics, and industrial departments, recently presented to the parents and students, the production of "The Gondoliers," by Arthur Sullivan

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(2) To select those legends which can be presented as well in the classroom as on the stage. In a word, they are practicable.

(3) To keep the size of casts such as to make them usable for small groups as well as large ones . . . providing many scenes in which a whole class may be used. The simplicity of setting, and the average playing time of 15 minutes, make all ten plays ideal for auditorium use as well as for classroom.

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#### CONTENTS

JOHNNY APPLESEED (American)  
CLEVER MARYA AND THE CZAR (Russian)  
THE COINS OF LIN FOO (Chinese)  
WHO LAUGHS LAST? (Polish)  
THE CROWNING OF ARTHUR (British)

TRAVELERS FROM OLYMPUS (Greek)  
BLUE BONNETS (Indian)  
BORROWED TROUBLE (Danish)  
THE LITTLE SQUIRE OF FLANDERS (French)  
CHRISTMAS FIESTA (Mexican)

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and W. S. Gilbert in two evening performances. It has been the custom, in past years, to render only the works created by these two masters; and in doing so, the students have tried to give as many different operettas as possible, with only a few repetitions.

Leading characters and the background choruses of the casts are selected by the musical directors from those students who participate in the Tuesday, Wednesday, or Friday clubs—generally known as the chorus and choir.

Through the English and physical education departments, the cast, as it studies music, becomes familiar with dramatic and graceful actions. Dances, leaps, or falls necessary for "putting the show over" are learned hand-in-hand with the music.

In "The Gondoliers," the professionally rented costumes were taken care of by the girls of the home economics department. Before each performance, it was necessary to keep the costumes neat and clean—important for a striking production.

Boys of the industrial and projection engineers department were active in the back stage area. Industrial boys constructed all the scenery and props, while the embryonic projection engineers attended the lights and microphones.

Although professional make-up artists literally "worked over" the students in the stellar roles, the rest of the cast were made-up by volunteers from the school dramatic group which had had some experience in this activity as part of their program.

In order to publicize the event and to spread ticket sales as widely as possible, all advertising and ticket sales were handled as a homeroom project for the first time in the 1944-45 season. Daily, members of the home room committee filled requests from the students for seats, in order of their receipt, collected the money due, and made deposits of them in the school bank.

Cheltenham High hopes to be able to keep up this tradition which provides not only entertainment but experience for the students with productions like those that have been hailed by some of the leaders in Philadelphia's musical circles as outstanding in the field.—JOAN EISENBERG, Cheltenham High School, Elkins Park, Pa.

#### REGULAR PROGRAM OF RECREATION NIGHTS HELD DURING WINTER

When the young people of Manchester, Maryland, appealed to the school to help them with their recreation problems, a plan was evolved which operated to the satisfaction of pupils, parents, and school faculty. While it is imperative that each community develop its own specific plans for a recreation program, it is felt that our system involved some innovations that might be of interest to other schools.

We began with a meeting of the principal with all of the chief executive officers of the

Manchester High School, organized as a Student Leaders' Committee. It was felt that the program could only succeed if the administrative details were carefully brought to the attention of its patrons at the outset. It was decided, therefore, to have printed identification tickets of admission on which were stated briefly the principles of organization.

The tickets read: Manchester High School Recreation Program—A plan for good, clean, wholesome fun. Time—Friday nights, 8—10:30. Doors open 7:45—8:15 only. Supervisors: A parent, a teacher, and a pupil each Friday. Directors: A pupil committee. Eligibility: You must be a pupil in the high school, or a graduate of the Manchester High School. Requests: Use minimum of lights. Use only areas open for the program. Use walks, not lawn. Be kind to plumbing and furniture. Omit smoking and swearing. **SHOW THIS CARD AT THE DOOR.**

On the other side, in addition to spaces for identification, was the statement, "This card will admit you to the school's Friday night recreation programs as long as: 1. You are a student in good standing, or a graduate of the high school. 2. Your conduct is satisfactory to the committee in charge."

We were fortunate in having an auditorium with folding doors opening on the halls at two sides. Thus, it was possible to keep all activities together as a unit. Pupils could easily alternate between dancing in the auditorium, or checkers, table tennis, shuffle board, or other games in the hall and on the stage. Because of space limitations, we were compelled to limit our service to pupils and alumni, as mentioned on the ticket of admission. It should be remembered, therefore, that we operated a school, and not a community, recreation program.

The planning committees were encouraged to vary the game offerings. This was partially accomplished by changing the planning committees weekly. This was done by allowing each organization in the school, in turn, to appoint a committee from its membership for this purpose. There was no expense other than heat and light, and so no dues or assessments were necessary. Pupils brought their own phonograph records and games from home to supplement the school's supply. We did not serve refreshments, since it was felt that satisfactory facilities were offered nearby in town after our early closing hour.

General supervision was exercised by a volunteer parent, a volunteer teacher, and a member of the Student Leaders' committee. It was not

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necessary for this group to exercise any disciplinary control, for the pupils and alumni were remarkably responsive to the requests made on the tickets and there was not a single incident which violated the standard. The pupil supervisor acted as doorkeeper, punching the tickets with a different punch each night. Later, on the basis of the punches, we were able to analyze our attendance, for all tickets were collected at the end of the season.

The ticket analysis showed that the school's program had a greater drawing power than other outside interests which sometimes offered competition. It revealed that country children were more faithful patrons than town pupils, and that we missed many of the boys who habitually spend their leisure on the streets. We should like to hear of a plan that actually reaches the latter group. — GERALD E. RICHTER, Principal, Manchester High School, Manchester, Md.

#### HOW WE DO IT ITEMS IN BRIEF

Students of the Council, Idaho, High School wanted a movie projector. And the apple growers of the valley needed harvest hands. The entire student body, about 100 strong, went into the orchards and picked apples for two days, thereby raising sufficient funds to buy the equipment.

This year the Girls High School, Brooklyn, N. Y., formulated a central theme for assembly programs. The first semester the theme was: "America—A Family of Nations." The second semester it was: "America in the Family of Nations." The aim is to foster better group relations. The programs are being put on by the respective student divisions of the school, each of the divisions being responsible for one program.

The Paschal High School, Fort Worth, Texas, has developed an Honor System based on four school objectives: Loyalty, Courtesy, Co-operation, and Scholarship. The standards of each of these objectives are outlined in the "Reference Book for Students" which the high school publishes. The Honor System is successful because of the student opinion behind it.

Latin has been raised from the dead at Tolleston School, Gary, Ind. A student club lives the life of the early Romans through games, songs and plays, while members study the language and its cultural values. The club, the Sodalitas Latina, recaptures some of the festive spirit of the early Romans during four annual social events: A "Stygian Revel" in October, a "Saturnalia" in December, a Roman banquet in the spring, and a picnic in June.

"When Our Town Was Young" is a book which resulted from a project of seventh grade pupils. It is a history of the town of North Sa-

lem, N. Y., and was written by the seventh grade boys and girls of the town. In 1942-43 these youngsters in their social studies started a project to find out all they could about North Salem's early days. The book which is netting a nice profit for the school library is the result.

The Schurz Times, bi-weekly newspaper of the Carl Schurz High School, Chicago, devoted a recent issue of 16 pages to a commemoration of the founding of the school in 1872. Through stories and pictures the early history of the school is portrayed.

The Reading, Pennsylvania, High School students annually participate in "Boys and Girls in Citizenship Day." Those representing the school and acting as the officials to rule the city for a day are elected by the student council. This day is the highlight of Reading's observance of National Boys' and Girls' Week sponsored by the Council of Civic Clubs of the City.

The Town Hall of Milwaukee, Wisconsin, gives high-school and college youth of the area an opportunity of participating with adults in the discussion of public issues. At each meeting one or more youth representatives are seated on the platform. They, together with those seated among the adult audience, have the opportunity of rais-

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ing questions or making contributions to the discussion. By having such experiences, youth become more alert to problems of civic concern; they come to sense more deeply individual responsibility for group life; they gain in self-confidence from knowing that their thinking wins approval or disapproval on its own merits; they grow in self-esteem from the realization that adults regard them as a worthy part of the community.

\*\*\*\*\*

High school home economics clubs in twelve regions, covering 44 states and Hawaii, have selected "Future Homemakers of America" as the name for their national organization.

\*\*\*\*\*

Electing the school's official G. I. hero of North Central High School Spokane, Wash., brought out the stamp and bond buyers to cast their votes for the outstanding service man on their alumni rolls. Every penny invested meant one vote. Stamp sales rose to \$6,447 in two weeks.

\*\*\*\*\*

The purpose of the Writers' Club, Central High School, Philadelphia;—"In short, this club functions for the sole purpose of aiding youthful disciples of the Muse to utilize their natural gifts." Each member writes a short story, play, poem, or other piece of literature and presents it to the others for comment.

\*\*\*\*\*

High school students of New York Mills, Minnesota, have conducted open forums to present and interpret national problems to the public. Among the topics discussed were Dumbarton Oaks Proposals, United Nations Charter, Compulsory Military Training, and Juvenile Delinquency.

\*\*\*\*\*

Upper-classmen of the Schenectady, N. Y., High School, make periodical job opportunity surveys, securing facts about employment and polling employers' opinions about the types of school preparation most needed.

## Not More, but Better, Activities (Continued from page 243)

### Non-School Activities

.0%	participate in more than 6 activities
.3%	" " 6 activities
3.0%	" " 5 activities
6.8%	" " 4 activities
9.8%	" " 3 activities
28.9%	" " 2 activities
27.8%	" " 1 activity
22.7%	" " 0 activities
10.5%	of pupils report activities interfere with regular school work.
23.7%	of pupils report activities do not interfere with regular school work.
45.5%	of pupils desire more activities

54.5% of pupils do not desire more activities.

After this presentation fourteen student groups gave brief skits to illustrate the aims and objectives of each group.

Finally, better activities are dependent on some plan to eliminate useless activities and to curtail the participation of the over zealous student. In many of our schools activities exist which no longer serve any real educational purpose. They are continued either because of tradition or because of the special interest of some member of the staff. A careful evaluation is needed. All activities which no longer contribute to the school's educational program should be eliminated. Furthermore, nearly all schools are faced with this difficult problem: some students participate in too many activities, others can not be interested in the activity program. It is encouraging to note that many faculty committees on student activities and also a number of student councils are working on this problem. Point systems have helped some, yet the problem remains with us. Schools that crack this difficult problem should send a detailed description of their procedures to the Editor of *School Activities* so that all of us may have some help as we struggle toward a program of better activities.

## Activities on the Home Front (Continued from page 249)

warnings that any trained teacher recognizes instantly.

In the use of the report, its effectiveness depends upon the skill with which the teacher chooses the items to play up or play down and thus influence the direction in which his personality grows. There are, of course, certain general trends. For example, in the early years in school, the pupil is working more on school subjects, and these should appear most often on the report. In the upper years, social qualities appear most often. The record shows that in Patrick Henry school in the early years school subjects outnumber the social qualities five to one in number of times they appear on the report. In the upper years, the social qualities outnumber school subjects two to one.

Some of these social qualities, as listed by the teachers of Patrick Henry, are: citizenship, effort, cleanness, working alone, working with others, handwork,



making friends, effort, use of free time, neatness, finishing a job, attendance, using school materials, care of materials, and industry. These are the ones listed most often.

It is seen that these are activities that make up, in the aggregate, the personality of a good citizen.

#### An Activity Program with A Coordinator

(Continued from page 258)

The Lioness Club have charge of cafeteria supervision and have this problem very well solved. They also offer a scholarship of one hundred dollars to the outstanding senior girl of the year. At all assemblies the Lionesses are ushers. They are well trained, always courteous and polite. This group along with the Knights are the oldest clubs and are called on more than any others.

Other clubs offering their services to the school are Lion Squires, a junior boys' club; Lion Kadettes and Campus Coeds, two girl service clubs; G T R, a freshman and sophomore girls' club; Tri-Y and Jr. Tri-Y; and the Hi-Hatters, a club for boys over six feet tall. All the above assist in K K K, the dance program, student aid, and special drives.

In athletics we have the Boys' Letterman Club and the Girls' Athletic Association. All music groups are organized as clubs, including the band, commercial orchestra, concert orchestra, boys' glee club, girls' glee club, mixed chorus, A Cappella Choir, accordion band, Los Musicos, Melodiers, the Merry Men, and Las Cantadas. All these music groups are active outside the regular class work. In the academic field, we have the Astronomy Club, Science Club, Photography Club, Dramatics Club, and Scholarship Club. For Bible students there is the Christian Youth Club. Finally, all students helping as hall guards are organized into a club.

The four classes are organized and under the supervision of the coordinator. The commissioner of activities has the responsibility of all class elections. Each class has a council consisting of one member from each guidance class. This council carries on the work of the class. The major activities of the senior class are one play, two night dances, a noon dance, senior night, senior banquet, and commencement. The junior class has a play, a party, two

night dances and the prom. The sophomore class has a party and a frolic, and the freshman class has a picture show.

The girls' clubs are all under the Girls' League Council and are supervised by the Dean of Girls. The physical education department has a complete program of sport activities under the direction of the Girls' Athletic Association. All of these activities are closely coordinated with the whole activity program by the committees from the boys' and girls' clubs, meeting together with the dean and the coordinator.

A point system is used to regulate the number of activities in which any one student may participate. It is not a limitation but a more equal distribution. This system is directed by a committee consisting of the commissioner of activities, coordinator, dean of girls, and two members appointed by the president. Before election, each candidate is checked to see if he is within the limit of fifteen points allowed. Points are assigned to each activity according to prestige and hours of participation outside of class time. We find that this system permits our major officers to have more time for their duties than if allowed too many activities. It does not restrict any student from giving all the time he desires to our program.

The success of any program can only be measured by the number of students taking part and the results obtained. As to the number in our program, we find over seven-hundred eighty names of students engaged in at least one activity, two-hundred ten in two activities, and one-hundred twenty-five in more than two. The most any one student is in is six. This means that about forty-four per cent of all the students are actively engaged in some form of extracurricular activities. Practically every student is reached in some way every day by some one or more organization.

We have gone a long way at El Monte. It has taken time, and there is much more we can do. Many mistakes have been made,



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and we shall continue to make more, but from these we learn and move forward. We are not afraid to try, and we believe in our students and their ability to work out many of their own problems. We have learned the value of having a place to hold our activities, a council room, a court room, a newspaper staff room, a large auditorium, and complete athletic and music facilities. Yes, it is an education in itself, and there is a very definite place in our schools today for a complete and well organized activity program.

## Comedy Cues

### PROPAGANDA

Dad: "Here's a note from your teacher!"

Johnny: "But you know how much to believe enemy communiques."

—*Wisconsin Journal of Education*

"The mosquito is like a child; the moment he stops making a noise you know he is getting into something."

—*The Rosalia*

### A PARODY IN LATIN

A student in a New England school had flunked in Latin. In the quiz the student was called upon to give a written translation of the verse below. There are Latin scholars reading this who will be moved to tears:

"Isabilli, Heres ago,  
Fortibus es in aro.  
Noces, Mari Thebi trux  
Vatis in em pax a dux."

After weeks of effort, the student came forth with the following. It is not surprising that the instructor read it to the class.

"I say, Billie, here's a go,  
Forty buses in a row."  
"No," says Mary, "they be trucks."  
"What is in 'em?" "Packs o' ducks."

—*The Maine Teachers Digest*

### A DEVOTEE

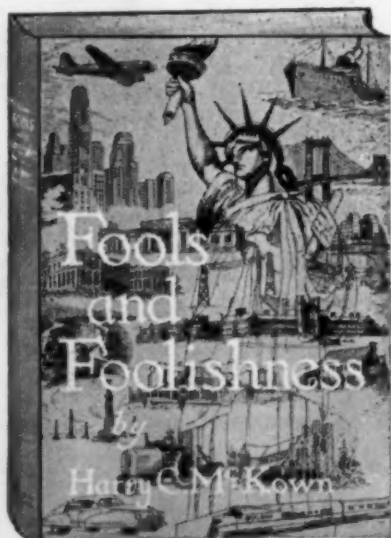
The anxious mother was inquiring about her ungovernable son.

"And does my boy like to study?" she asked with great concern.

The teacher's reply was a master piece of double meaning: "He likes to do nothing better."

—*The Teacher's Digest*

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